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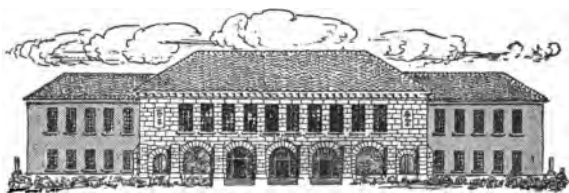
DURSE IN ENGLISH
AND HAWKINS

BOOK I.

A PRACTICAL LANGUAGE BOOK

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

D. C. HEATH & CO.
BOSTON NEW YORK CHICAGO

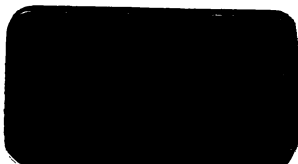


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IN VACATION

The School Course in English

Book I

A PRACTICAL
LANGUAGE BOOK

BY

EDWARD A. ALLEN

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BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1903

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C



PREFACE

THIS book is an attempt to present a plan of language work that brings into use the literature study, observations, and experiences of pupils.

The work begins with selections from literature that in subject matter and form of expression appeal to children. They are adapted to the season of the opening of schools, and afford an easy correlation of literature, nature study, and language. In observation lessons the thought and feeling find expression in the literature studies, — the language grows out of the literature. This feature is maintained throughout the work. In the formal language the type sentences are taken from literature previously studied, and have an intelligent use and meaning in the expression of thought.

The plan contemplates three years' work, and pupils who leave school at its completion will have a knowledge of the principles that govern the construction of sentences and their arrangement in well-written composition.

The treatment is inductive. Special stress is put on oral reproductions and discussions, followed in most cases by written compositions.

Letter writing is presented early in the work and is continued to the close. Models of generally accepted forms are presented, and material is suggested to give practice in their use.

In definitions, simplicity and intelligibility to the child have been the aim. There is a frequent recurrence of

essentials, but with a constantly widening meaning and use. The plan aims to be suggestive rather than directive, and in the selection and use of materials it is hoped that much freedom will be exercised by teachers.

It is in the belief that language is best learned by associating it in its use with the best forms of expression in the best literature, that this book has been written.

The author is deeply indebted for valuable suggestions and criticisms to Miss Emma Serl, Humboldt School, Kansas City, Mr. W. W. Walters, Principal of the Eliot School, St. Louis, and Miss Kate L. Cunningham, Columbia School, St. Louis.

Thanks are due to publishers for use of valuable copyright matter. To A. Flanagan for extracts from "Nature Myths"; to Ginn & Co. for extracts from "All the Year Around"; to Rand, McNally & Co. for use of selections from "Classic Myths"; to G. P. Putnam's Sons for extract from Irving; and to D. Appleton & Co. for selections from Bryant.

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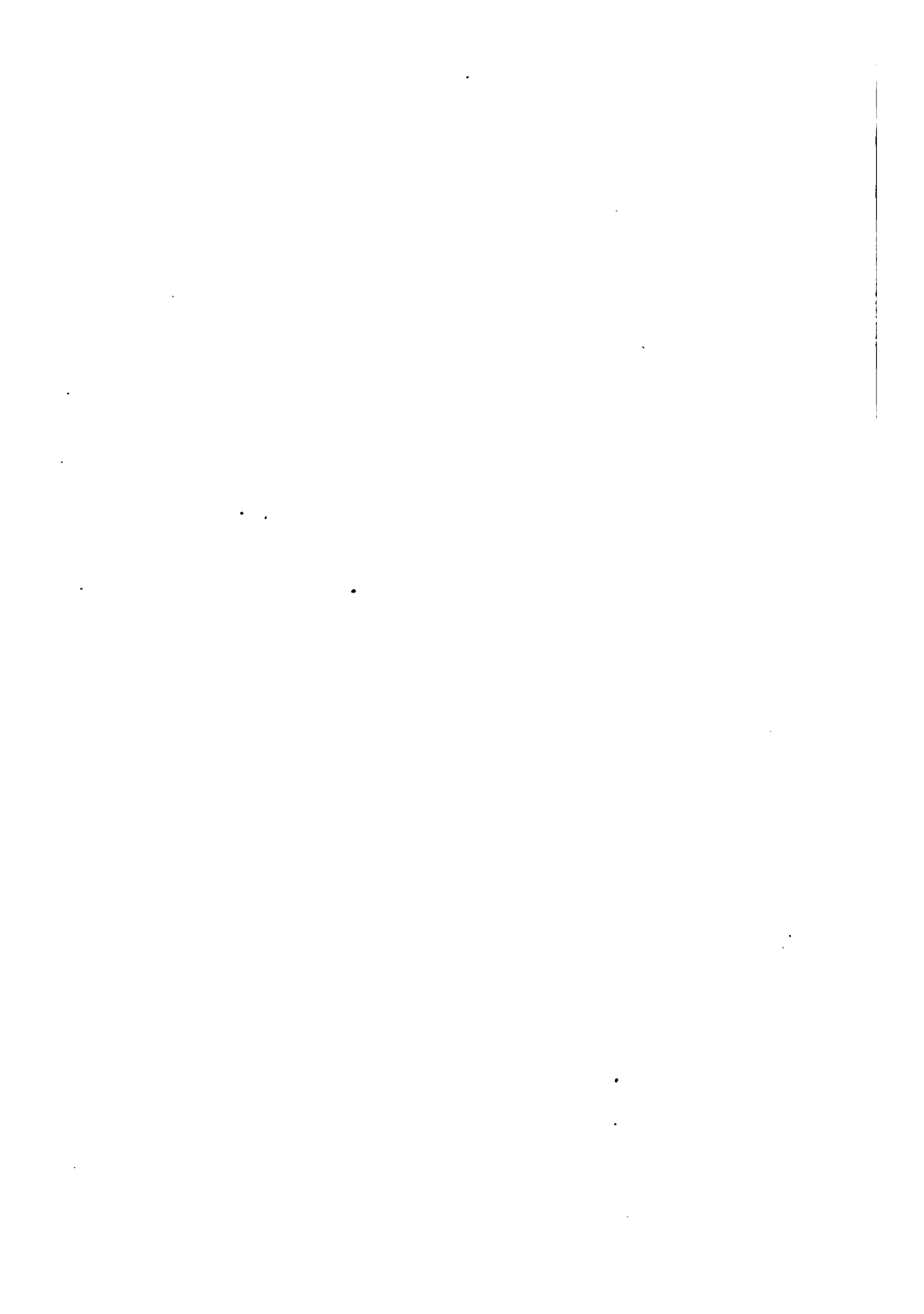
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1



KUBER

SEPTEMBER

A PRACTICAL LANGUAGE BOOK

PART ONE

SECTION 1

POEM STUDY

SEPTEMBER

The golden rod is yellow ;
The corn is turning brown ;
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun ;
In dusky pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook ;
And asters by the brookside
Make asters in the brook.

From dewy lanes at morning
The grapes' sweet odors rise ;
At noon the roads all flutter
With golden butterflies.

A Practical Language Book

By all these lovely tokens
September days are here,
With summer's best of weather,
And autumn's best of cheer.

— HELEN HUNT JACKSON.

ORAL EXERCISE

Make a list of the flowers mentioned in this poem.
Which of these flowers have you seen?
Where did they grow?
Explain "turning brown" and "bending down."
Name some other plants that turn brown when the seed
is ripe.
Explain the meaning of "dusky pods."
Name other seeds that have pods.
Of what use to the seed is the silk?
What is meant by "Make asters in the brook"?

WRITTEN EXERCISE

Write the names of five flowers that you know.

SECTION 2

PROSE STUDY

THE GOLDENROD AND THE ASTER

Golden Hair and Blue Eyes lived at the foot of a great hill.

On the top of this hill, in a little hut, lived a strange, wise, little old woman.

It was said that she could change people into anything she wished.

She was very old and very cross, so that most people were afraid to go near her.

One summer day, these two little girls down at the foot of the hill thought they would like to do something to make everybody happy. At last, one of them said, "Let us go and ask the little old lady who lives on the hill. She is very wise, and can surely tell us just what to do."

Now, it was a warm day, and a very long walk up to the top of the hill. But the brave little girls did not give up, though they often had to sit down and rest. They watched the fish in the brook, and the squirrels, and the birds. They wished that there were flowers to pick on the bare sides of the hill. After a while, it grew very dark; but then the kind moon came out to show them the way. At last, they reached the top of the hill, and there at the gate stood the little old lady, looking more cross than ever.

The little girls were very much frightened, and stayed close together. Finally, one of them said, "Please, we thought you could tell us something to do to make every one happy. But we want always to stay together, and we are very tired." Then the people say this cross old lady was seen to smile in the moonlight, as she opened the gate for the children.

The two little girls were never seen again at the foot of the hill. But the next morning, all over the hillside, the people saw growing beautiful waving goldenrod and purple asters. And I have heard it said that those two bright flowers, which always grow together, could tell the secret, if they would, of what became of the two little girls on that moonlight summer night.

— From Cook's "Nature Myths."

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ORAL EXERCISE

Who were the two little girls? Why did they visit the old woman? Why were they afraid of her?

Describe the journey to the old woman's house.

What two things did they ask of her?

In what way were both requests granted?

Which girl became the goldenrod and which the aster? Why?

Do these flowers add to our happiness? If so, how?

Tell some ways in which every one may add to the happiness of others.

WRITTEN COMPOSITION

Write the story of the little girls' visit to the home of the old woman.

SECTION 3

MEMORY SELECTION

GOLDENROD

Tell me, sunny goldenrod,
Growing everywhere,
Did fairies come from fairyland
And make the dress you wear?

Did you get from mines of gold
Your bright and shining hue?
Or did the baby stars some night
Fall down and cover you?

Or did the angels wave their wings
And drop their glitter down
Upon you, laughing goldenrod,
Your nodding head to crown?

Or are you clad in sunshine
Caught from summer's brightest day,
To give again in happy smiles
To all who pass your way?

I love you, laughing goldenrod,
And I will try, like you,
To fill each day with deeds of cheer;
Be loving, kind, and true.

— MRS. F. S. LOVEJOY.

To what things is the dress of the goldenrod compared?
What lesson does the life of the goldenrod teach?

SECTION 4

SENTENCES

1. September days are here.
2. See the yellow goldenrod!
3. Did the people see the girls again?
4. The flowers could not tell the secret.
5. Tell me their story.

Which of the above groups of words tell something?

Which group asks something?

Which group expresses surprise?

What does the last group do?

A group of words used to tell or to ask something is a *Sentence*.

Each of the above groups is a sentence.

Every sentence should begin with a capital letter.

WRITTEN EXERCISE

1. Write five sentences that tell something you read in the "September" poem.
2. Write five sentences about "Golden Hair and Blue Eyes."

SECTION 5

STATEMENTS

1. The day was warm.
2. The walk was long.
3. The girls sat down.
4. They watched the fish.
5. They wished for flowers.

Each of these sentences tells something.

A sentence that tells something is called a *Statement*.

Each of the above sentences is a statement.

A period (.) should be placed at the close of every statement.

WRITTEN EXERCISE

1. Write five statements about what you did yesterday.
2. Write five statements about animals that you have seen.

NOTE. — To avoid meaningless work in sentence making, each sentence should contain at least five words.

SECTION 6

A THOUGHT STUDY

QUESTIONS

Can you put the spider's web back in place
That once has been swept away?
Can you put the apple again on the bough
Which fell at your feet to-day?

Can you put the lily cup back on the stem,
And cause it again to grow?
Can you mend the butterfly's broken wing
That you crushed with a hasty blow?

Can you put the bloom again on the grape,
And the grape again on the vine?
Can you put the dewdrops back on the flowers,
And make them sparkle and shine?

Can you put the petals back on the rose?
If you could, would it smell as sweet?
Can you put the flour in the husk
And show me the ripened wheat?

Can you put the kernel back in the nut,
Or the broken egg in the shell?
Can you put the honey back in the comb,
And cover with wax each cell?

Can you put the perfume back in the vase
When once it has sped away?
Can you put the silk back on the corn,
Or the down on the catkins gay?

You think that my questions are trifling, dear,—
Let me ask you another one:
Can a hasty word be ever unsaid
Or an unkind deed undone?

ORAL EXERCISE

Discuss all the things suggested in the poem that we cannot do.
Would any one of them be more difficult to try to do than
another? Why?

What is meant by "the lily cup back on the stem"?

Can we undo the acts referred to in the last stanza? Can we
make amends for them? If so, how?

What lessons may we learn from this poem?

Commit the poem to memory.

SECTION 7

QUESTIONS

Read the first sentence in the previous selection.

Does it tell something?

What does it do?

How many sentences in this selection ask something?

A sentence that asks something is a *Question*.

Every sentence that asks a question ends with a question mark (?).

WRITTEN EXERCISE

1. Copy five questions from the selection "Questions," Section 6.
2. Write five questions about the goldenrod and the aster.
3. Write five questions about fruits.

SECTION 8

PICTURE LESSON

COMPOSITION DAY

ORAL STUDY OF THE PICTURE

1. How many boys do you see in this picture?
2. How old do you think these boys are?
3. Have they ever been at school?
4. Why is the larger boy looking over the shoulder of the smaller boy?
5. Do they like to write compositions? Why?

WRITTEN EXERCISE

Write a story suggested by the picture.



COMPOSITION DAY

GUSTAVE COURBET

SECTION 9

ORAL LESSON

1. Think about the games you know.
2. Name three or four of them.
3. Which one do you like best?
4. Tell just how one of them is played, so that any one who does not know the game may learn it from you.

SECTION 10

WRITTEN COMPOSITION

Write a story of your experiences in school the first day of this term.

1. Tell of your arrival at the school.
2. Describe the opening exercises.
3. Name the classes to which you were assigned.
4. What study do you like best? Why?

SECTION 11

COMMANDS

1. Gather the corn.
2. Bring the apples from the orchard.
3. Please give me one.

In these sentences who do you think is told to do something?

How does the last sentence differ from the other two?

How do they differ from the sentences you studied in Sections 5 and 7?

Sentences that tell us to do something are *Commands*.

A period should be placed at the close of every command.

Dictation Exercises

11

WRITTEN EXERCISE

1. Write three commands that you might use in speaking to a person ; as, Bring me that large book.
2. Write two requests that you might make of your mother.
3. Copy five commands from your reader.

SECTION 12

EXCLAMATIONS

1. See the beautiful butterfly !
2. How beautiful the asters are !

These sentences differ from the three kinds you have studied. They express sudden feeling, or surprise.

A sentence that expresses strong feeling is called an *Exclamation*.

Every exclamation should be followed by an exclamation point (!).

WRITTEN EXERCISE

1. Copy five exclamations from your reader.
2. Write five exclamations.

SECTION 13

DICTATION EXERCISE

The two little girls were never seen again. Next morning the people said, "See the flowers ! How beautiful they are ! Do not trample on them." What became of the two little girls ? Who could tell ?

SECTION 14

PROSE STUDY

ANDROCLUS AND THE LION

I

That is a queer story that is told of two friends who once lived in old Rome. In those days the Romans were the most famous soldiers in the world. They carried on many wars and made many captives.

Those old Romans had a custom which would be thought very cruel in our times, — they sold their captives as slaves.

As the story goes, a soldier named Androclus was taken captive in Africa, and brought to Rome and sold. His master abused him, and at last he ran away.

One day while Androclus was hiding in the forest, he came upon a lion. At first he turned to run away, but as the lion did not follow him he turned back.

As he came near, the lion held out a paw and seemed to be in great pain. At last Androclus went up, and found that the beast had a great thorn in his foot. He pulled out the thorn and bound up the sore foot.

His foot was soon well, but the lion did not forget the man who had helped him. He led Androclus to the cave, and every day brought him a part of some animal that he had killed.

And thus they lived together in the cave. The lion was as kind and gentle with Androclus as any dog. But by and by they were both captured by soldiers and taken to Rome. Androclus was thrown into prison.

II

Not long afterward there was to be a holiday in Rome. The games and races in the arena were to be followed by a fight between a man and a lion. The emperor and thousands of people would come to see the sport.

When the races and games were ended, then came what the Romans thought the best sport of all. A prisoner was brought into the middle of the arena and left there. The prisoner was Androclus, and he was to fight with a hungry lion.

Very soon the door of a cage was thrown open, and a lion bounded into the arena. For days he had eaten nothing. Hunger had made him fierce; he bounded toward Androclus.

And then a strange thing happened. When the lion was quite near to Androclus, he did not spring upon him as was expected. Instead, he began to show signs of joy. He even came up and licked his hands like a friendly dog.

The emperor was greatly surprised at this, and so were all the people. Surely this was something new in the arena! They called upon Androclus to tell them how it happened that he and the lion came to be such good friends.

Then Androclus told the whole story. He told how he had met the lion in the forest, and how they had lived for some time in the same cave.

The emperor was pleased, and then and there he pardoned Androclus. The people were delighted, and they cried, "Let them both go free!"

SECTION 15

ORAL EXERCISE

1. When and where did the Romans live ?
2. What was the arena ?
3. For what purpose did the Romans use it ?
4. What lesson is taught in this story ?
5. Tell the story of Androclus and the lion in your own words.

WRITTEN COMPOSITION

Write the story of the meeting of Androclus and the lion in the arena.

SECTION 16

CAPITAL LETTERS

Study the following sentences carefully so that you can write them correctly :

1. Mary Alice Norton came to Salem.
2. Henry Brown went to Chicago.
3. William Henry Martin lives in Boston.
4. St. Louis is the largest city in Missouri.
5. Charleston is in South Carolina.

ORAL EXERCISE

How many names of persons in these sentences ?

How many names of cities ?

How many names of states ?

Read all the names of persons.

Read all the names of cities.

Read all the names of states.

All these names begin with capital letters.

In "Androclus and the Lion," Section 14, find the names that apply to persons.

Find the names of places. Do all these names begin with capital letters?

Every word in the name of a person or a place should begin with a capital letter.

When you write the word "I" instead of your own name, you should use a capital letter.

In the following stanza, where are capital letters used?

"Then shame on all the proud and vain,
Whose folly laughs to scorn
The blessing of our hardy grain,
Our wealth of golden corn!"

— JOHN GREENLEAF WHITTIER.

In the poem "Questions," Section 6, where do you find that capital letters are used?

The first word of every line of poetry should begin with a capital letter.

WRITTEN EXERCISE

1. Write in full the names of five persons that you know.
2. Write the names of five cities that you have seen or know of.
3. Write the names of five states.
4. Write a stanza of poetry that you have learned.

SECTION 17

SURNAMES AND GIVEN NAMES

Write the full names of all the members of your family.

What name belongs to all of the family?

The name that belongs to all members of the same family is called the family name, or surname.

Give a name that belongs to only one member of the family.

A name that belongs to one member of the family is the given, or Christian, name.

WRITTEN EXERCISE

Write in full statements answers to the following questions :

1. What is your given name ?
2. What is your surname ?
3. What is your full name ?
4. What is your father's full name ?
5. What are the names of five of your playmates ?
6. What is your uncle's surname ?
7. What are the full names of three of your cousins ?
8. What was the given name and the family name of the discoverer of America ?

SECTION 18

INITIALS

Many people do not write their full given names. . They write only the first word and the first letter of the other word, or they write only the first letters of all the words in the given name.

William Henry Harrison may write his name William H. Harrison, or W. H. Harrison.

The first letter of a word is the *Initial* letter, and when it stands alone it should be a capital letter and followed by a period.

WRITTEN EXERCISE

- Copy the following names three times ; (1) the full name, (2) use the middle initial, (3) use both initials.

William Cullen Bryant,	Edgar Allan Poe,
Oliver Wendell Holmes,	John Quincy Adams,
Henry Ward Beecher,	Thomas Jonathan Jackson,
Julia Ward Howe,	Louisa May Alcott,
John Jacob Astor,	William Ewart Gladstone.

SECTION 19

FOR REPRODUCTION

THE UNHAPPY PINE-TREE

Once a little pine-tree lived in a forest home. His mother was near and every day she smiled down on her little child. There was no chance for him to get lonely, for he had many brothers and sisters to play with, and the oaks and the maples were not far away.

But the little pine-tree stood sulking from morning till night, and what do you suppose was the matter? Why, he didn't like his needles. He said that they were narrow and dark. The oaks and the maples had broad leaves, and he thought them so much prettier than his own.

"If I could only have chosen for myself," said he, "instead of these ugly needles, I should have been clothed in beautiful gold leaves. Then when my neighbors with the broad leaves looked at me, they would bow their heads in shame, for their dresses would be much plainer than mine."

The poor little tree cried himself to sleep that night as usual. In the morning he awoke and frowned at the trees with broad leaves. But why were they all looking at him! He glanced at himself. What was his surprise to see a beautiful dress of gold, the very kind that he wished for most of all. How happy and how proud he felt! He sang and laughed all day long.

But when it began to get dark, a thief who was passing near saw the shining leaves, and, going to the tree, picked off every one. He put them into a bag and hurried away, leaving the tree entirely bare.

The poor little tree cried harder than ever that night. "How I wish that my new leaves had been of glass," he said, "then no robber would have cared for them, and the sun shining upon them would have made me most beautiful."

He slept that night, and awakened with a sob, thinking how the other trees would laugh at his nakedness.

But no, he was not bare. He would have clapped his hands for joy had he dared, for he was wearing the very leaves he longed for the night before. How they glistened and sparkled in the sunshine! He seemed to be clothed in diamonds.

"I can keep these leaves," said the little tree. "A robber would have no use for glass leaves."

That night he was just settling down for a happy sleep, when a terrible storm arose. When it had passed, every glittering leaf lay broken on the ground, and the tree was again bare.

"How foolish I have been," said the little tree, "to ask for dresses finer than those worn by the oaks and the maples. If I might only have dresses like theirs, I should be happy. No robber steals them, and no storm breaks them."

Then the unhappy little tree slept again. Bright and early in the morning he awakened. "Look at my beautiful green dress," he said. "Could anything be prettier?"

Sure enough he had fresh leaves as broad and green as those of the oaks and maples.

But at noon a goat with her kids came through the forest, hunting for something to eat. They soon spied the little tree, and hastened to nip his fresh leaves. In less than an hour not a leaf was left for the little tree to be happy over.

Then he cried as if his heart would break. "Oh, how I wish I had my slender needles! They were green and fair, the very best dress for me to have. No robber, nor storm, nor animal would bother me any more. Oh, mother, how beautiful your dress is!"

He slept late the next morning, for he was worn out worrying over his troubles. The wind shook the sleepy little tree to waken him, tossing a spray of needles into his face. He awoke with a start, and as he rubbed his sleepy eyes he cried, "Oh, I have it, I have it, my dear old dress!"

— LIDA BROWN McMURRAY.

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ORAL EXERCISE

For what changes did the pine tree wish?

What were the results when the wishes were granted?

Finally, what dress pleased him most of all?

Show how his discontent and wishes for other things brought him unhappiness.

SECTION 20

ORAL LESSON

PREPARATION FOR WINTER

PLANT LIFE

- | | |
|-----------------------------|------------------------------------|
| 1. Protection of leaf buds. | 2. Protection of fruit buds. |
| 3. Protection of seed. | 4. Protection of trees and plants. |
| (1) By nature. | (1) By bark. |
| (2) By man. | (2) By environment. |

NOTE. — Carefully discuss every point in this outline and gather information as far as possible from the pupils' observations.

SECTION 21

COMPOSITION

Write a composition from the material obtained in the study of the topics in Section 20.

SECTION 22

THE DAYS OF THE WEEK

NAMES	ABBREVIATIONS
Sunday	Sun.
Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thur.
Friday	Fri.
Saturday	Sat.

The names of the days of the week should begin with capital letters.

The shortened form of a word is called an abbreviation, and a period should be placed after every abbreviation.

WRITTEN EXERCISE

Copy the names of the days and their abbreviations.

Write in order from memory the names of the days and their abbreviations.

Write answers to the following questions in complete statements:

1. What is the first day of the week ?
2. On what days of the week do you go to school ?
3. What day of the week do you have for play ?
4. On what day of the week is Thanksgiving Day ?

SECTION 23

MEMORY EXERCISE

THE NOBLE NATURE

It is not growing like a tree
In bulk, doth make men better be;
Or standing long an oak three hundred year,
To fall a log at last, dry, bald, and sere;
 A lily of the day
 Is fairer far in May,
Although it fall and die that night;
It was the plant and flower of light.
In small proportions we just beauty see;
And in short measures life may perfect be.

— BEN JONSON.

SECTION 24

PROSE STUDY

THE ANT AND THE GRASSHOPPER

One fine summer day a grasshopper was out in the field. She felt so gay that she sang and sang, and was happy as the day was long.

By and by an ant passed by; she had a grain of corn which she was taking home. The ant was small, and it was very hard for her to drag and roll it along.

"Why not come and chat with me?" said the grasshopper. "Why do you spend the whole day in toiling in that way?"

"I am helping to lay up food for the winter," said the ant. "I would advise you to do the same."

"Why bother about winter?" said the grasshopper. "We have plenty of food now, and the winter is a long way off."

But the ant went on her way and kept on toiling all day. When winter came the grasshopper had no food.

She went to borrow from the ants; but they would not lend, since they had only grain enough for their own use.

So the grasshopper was left to starve, while the ants lived all the winter on the grain they had stored away.

—ÆSOP.

ORAL EXERCISE

In what season of the year do ants gather food?

Where do ants store their food?

Describe the home of the ants.

What are the habits of the grasshopper in summer?

What lesson does this story teach?

What is the meaning of "Go to the ant, thou sluggard"?

SECTION 25

THE MONTHS

NAMES	ABBREVIATIONS	NAMES	ABBREVIATIONS
January	Jan.	July	—
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	—	November	Nov.
June	—	December	Dec.

The names of the months and their abbreviations should begin with capital letters.

WRITTEN EXERCISE

Write in order from memory the names of the months with their abbreviations.

Write the answers to the following questions, making complete statements :

1. In what month does Christmas come?
2. In what month is Decoration Day?
3. What month is called the month of roses?
4. In what month is Washington's birthday?
5. What is the first month of the year?
6. In what month was the Declaration of Independence signed?
7. In what month does Thanksgiving come?
8. In what month does school begin?
9. Which month do you like best, and why?
10. In what month does your birthday come?

SECTION 26

THE SEASONS

1. The spring months are March, April, and May.
2. The summer months are June, July, and August.
3. The fall months are September, October, and November.
4. The winter months are December, January, and February.

Commit to memory the following :

THE SEASONS

"Spring is the morning of the year,
The summer is the noontide bright,
The autumn is the evening clear
That comes before the winter's night."

WRITTEN EXERCISE

1. Write in order from memory the months in each season.
2. Copy the following, and commit to memory :

“Thirty days hath September,
April, June, and November ;
All the rest have thirty-one,
Excepting February alone,
Which hath but twenty-eight in fine,
Till leap year makes it twenty-nine.”

SECTION 27

PROSE STUDY

IRIS, THE RAINBOW PRINCESS

Queen Juno was the wife of Jupiter, the great king. She lived with her husband in one of the cloud palaces of the sky, lighted by the moon and stars by night and the sun by day.

Juno had many followers who were ready to do her bidding, but she loved best of all her beautiful maid of honor, the Princess Iris.

No one dared to use the rainbow but Iris, to whom it had been given by Jupiter. Whenever Iris was in haste to obey Queen Juno's order, down from the palace she would sail in a chariot drawn by two peacocks, and if she wished she might ride all the way over the rainbow.

Think of the beautiful Iris, wrapped in a fleecy cloud, gliding over this wonderful path in the heavens! Wouldn't it have been a lovely sight to see? . . .

Iris loved the water best of all things on earth. She always wore a chain of raindrops for pearls, and a cloud

for a robe. She had an army of soldiers by each river bank. Men called the soldiers plants, but their swords were always drawn for Iris, and their stately heads were adorned with her favorite colors.

When you see a group of plants clustered at the water's edge, with their sword-like leaves pointing to the sky, and their blue flowers looking like a crown, remember that is the flower Iris loved.

— "Classic Myths."

Write the above story in your own words.

SECTION 28

PICTURE LESSON

SHOEING THE HORSE

ORAL EXERCISE

Describe the blacksmith-shop that you see in the picture on page 27.

What tools can you see? What is the man doing?

Describe a blacksmith-shop that you have seen.

How did it differ from the one in the picture?

Tell about the work that you saw the blacksmith doing.

What tools did he use?

How did he make his fire burn brightly?

What metal does the blacksmith use for most of his work?

WRITTEN WORK

Imagine that the horse in the picture belongs to Mr. Bailey.

Tell of Mr. Bailey bringing his horse to the blacksmith-shop, and of the blacksmith's work shoeing the horse.

SECTION 29

POEM STUDY

THE VILLAGE BLACKSMITH

Under a spreading chestnut-tree
The village smithy stands ;
The smith, a mighty man is he,
With large and sinewy hands ;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan ;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face.
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow ;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door ;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys ;



THE VILLAGE BLACKSMITH

J. F. HERRING

He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise !
He needs must think of her once more,
How in the grave she lies ;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling, — rejoicing, — sorrowing,
Onward through life he goes ;
Each morning sees some task begin,
Each evening sees it close ;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
' For the lesson thou hast taught !
Thus at the flaming forge of life
Our fortunes must be wrought ;
Thus on its sounding anvil shaped
Each burning deed and thought.

— HENRY W. LONGFELLOW.

ORAL LESSON

What is a smithy? Describe a smithy that you have seen.
Describe the appearance of the man who worked in this smithy.
What in the poem shows that he was an industrious man?
What that he was a kind man? What indicates his religious
character? What his devotion to his family?
What thoughts are expressed in the last two stanzas?

SECTION 30

TITLES

Copy these titles and their abbreviations :

TITLES	ABBREVIATIONS	TITLES	ABBREVIATIONS
Mister	Mr.	Mistress	Mrs.
General	Gen.	Governor	Gov.
Miss	—	Honorable	Hon.
Reverend	Rev.	Junior	Jr.
Esquire	Esq.	Doctor	Dr.
President	Pres.	Colonel	Col.

Titles are usually abbreviated when written with names. When not so used they should be written out in full.

When a name is used as a title it should begin with a capital letter.

WRITTEN EXERCISE

Write from dictation :

1. Mrs. Stowe wrote "Uncle Tom's Cabin."
2. Leland Stanford, Jr., lived in California.
3. Miss Alcott is loved by all girls.
4. Many people went to hear the Rev. Henry Ward Beecher.
5. Gen. W. T. Sherman lived in St. Louis.
6. Dr. Holmes wrote "Elsie Venner."
7. Pres. McKinley was assassinated.
8. Dr. and Mrs. Smith will return to-morrow.
9. Henry E. Williams, Esq., is in Chicago.
10. Supt. William T. Harris arrived yesterday.
11. Hon. Geo. G. Vest has retired from the Senate.

The title *Miss* is used before the name of an unmarried woman, and *Master* before the name of a boy. These titles should always be written in full.

SECTION 31

THE PARAGRAPH

THE LION AND THE FOX

A lion that had grown old, and had no more strength to forage for food, saw that he must get it by cunning. He went into his den and crept into a corner, and made believe that he was very sick.

All the animals about came in to take a look at him, and, as they came, he snapped them up. Now, when a good many beasts had been caught in this way, the Fox, who guessed the trick, came along. He took his stand a little way from the den and asked the Lion how he was.

The Lion said he was very sick, and begged the Fox to come into the den and see him.

"So I would," said the Fox, "but I notice that all the footprints point into the den, and there are none that point out."

—ÆSOP.

ORAL EXERCISE

In this selection, in how many groups are the sentences arranged?

What is the thought expressed in the first group of sentences?

What is expressed in the second group? What in each of the other groups?

Several sentences written together relating to one particular thing are called a paragraph.

Each of the above groups of sentences is a paragraph.

The first word of a paragraph is usually set in to the right, or indented, to indicate the beginning of each new thought.

Point out the paragraphs in "The Goldenrod and the Aster," Section 2.

SECTION 32

WRITTEN EXERCISE

Copy the first four paragraphs of "The Goldenrod and the Aster," Section 2, and carefully observe the indentation of the first line of each paragraph.

SECTION 33

MEMORY SELECTION

NOVEMBER

The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child, —

Though day by day, as it closes,
Doth darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow.

And when the winter is over
The boughs will get new leaves,
The quail will come back to the clover,
And the swallow back to the eaves ;

The robin will wear on his bosom
A vest that is bright and new,
And the loveliest wayside blossoms
Will shine with the sun and dew.

The leaves to-day are whirling,
The brooks are all dry and dumb ;
But let me tell you, my darling,
The spring will be sure to come.

There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

So when some dear joy loses
Its beauteous summer glow,
Think how the roots of the roses
Are kept alive in the snow.

—ALICE CARY.

ORAL EXERCISE

To what season of the year does this poem refer?

Give a description of the autumn days suggested by the poem.

Is snow a protection or harm to plant life? Why?

Name a plant that retains its life in the seed. Name one that retains its life in the roots. Name two that retain their life in the stalk or trunk.

To which of these classes do the roses belong?

How does the coming of spring affect plant life?

What lesson is taught in the last two stanzas?

SECTION 34

QUOTATIONS

"Will you come in to see me?" said the Lion. "No, thank you," said the Fox. "Please come, for I am very lonely," said the Lion. "I will not come, because all the tracks point into your den and there are none that point out," replied the Fox, as he ran away.

Read the exact words that the Lion used.

Read all that the Fox said.

When you use the exact words of another you quote what that one says. The words thus quoted are called a direct quotation. The marks (" ") used to inclose the words quoted are *quotation marks*.

The first word of every direct quotation should begin with a capital letter.

A short quotation should be separated from the rest of the sentence by commas.

WRITTEN EXERCISE

1. From the selection "The Unhappy Pine-Tree," Section 19, copy five quotations.
2. Write five original sentences containing quotations.

SECTION 35

DICTATION EXERCISE

WINTER AND SPRING

Mother Earth is sound asleep,
 Who, oh, who will wake her?
 "I will," said the mild south wind,
 "I will gently shake her."

Mother Earth is wide awake ;
 Who will bring her flowers?
 "I will," said the beaming sun,
 "Helped by April showers."

—REBECCA B. FORESMAN.

WRITTEN EXERCISE

- Write from memory two quotations that you have learned.
- Write five quotations, using expressions uttered by your school-mates.

SECTION 36

DATES

Read the following sentences :

1. George Washington was born Feb. 22, 1732.
2. He took command of the American army, July 3, 1775.
3. The British army surrendered to Washington, Oct. 19, 1781.
4. Washington became President of the United States, April 30, 1790.
5. He delivered his farewell address in September, 1796.
6. He died at Mount Vernon, Dec. 14, 1799.

These sentences give the dates of important events in the life of Washington.

In writing dates we name the month, the day of the month, and the year. The year should be separated from the day of the month by a comma.

WRITTEN EXERCISE

1. Write the date of your last birthday.
2. What date is to-day?
3. Write the dates of Christmas and New Year's Day.
4. Write from dictation the sentences at the beginning of this section.

SECTION 37

LETTERS

MODEL LETTER

Study carefully the following letter and note its different parts :

Denver, Colo.,
Aug. 2, 1903.

Dear Sister:

We arrived in this city yesterday afternoon. Uncle Edward and Cousin Tom met us at the station, and we had a delightful drive to their beautiful home.

Tom has a fine big dog named Bruno, and two black ponies. I am learning to ride, and we expect to have some fine trips to places near here.

Next month Uncle Edward is going to take us to Colorado Springs. Then I shall tell you about climbing Pike's Peak.

Write to me soon.

Your loving brother,
Harry Hathaway.

Every letter should have a heading, address, body, and conclusion.

Copy the letter above, and observe carefully the position that each part should occupy on the paper.

LETTER FORM

	_____ HEADING

_____ ADDRESS	

_____ BODY OF LETTER	

	_____ CONCLUSION

PUNCTUATION.—The name of the place and the name of the state should each be followed by a comma. The address should be followed by a comma and a dash, or a colon.

EXERCISE IN LETTER WRITING

Let each member of the class write a letter to some other member; then exchange, and compare them as to form.

SECTION 38

ENVELOPES

<p>STAMP</p>	<p>Miss Alice Hathaway, 1520 Cottingwood Ave., Albany, N.Y.</p>
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ENVELOPE FORM

<p>STAMP</p>	<p>NAME _____</p> <p>STREET _____</p> <p>CITY _____</p> <p>STATE _____</p>
--------------	--

Write a letter for Alice Hathaway in answer to the letter from her brother Harry.

Suggested points :

1. Glad of his safe arrival.
2. Wishes to see the home and the ponies.
3. Would like to take a trip up Pike's Peak.
4. Mother says tell Aunt Lucy —

Direct the letter to 1035 Boulder Ave., Denver, Colo.

NOTE. — On the envelope should be written the name of the person to whom the letter is sent, the name of the town or city, and the name of the state. If the town is small, or little known, the name of the county should be placed on the envelope, and in large cities the number and name of the street.

SECTION 39

EXERCISE IN LETTER WRITING

Write the letters suggested in the following :

1. George Miller in St. Louis, Mo., writes to Charles Prentiss in St. Paul, Minn., telling him of the garden he has made, what seeds he planted, the growth of the plants, and how he takes care of them.
2. Charles Prentiss replies, acknowledging the receipt of the letter, and tells of a recent fishing trip.

SECTION 40

PROSE STUDY

HOW THE HORSES OF THE SUN RAN AWAY

Phaeton was the child of the Sun-god, Apollo.

"Mother Clymene," said the boy one day, "I am going to visit my father's palace."

"It is well," she answered. "The land where the Sun rises is not far from this. Go and ask a gift from him."

That night Phaeton bound his sandals more tightly, and wrapping a thicker silken robe about him, started for the land of Sunrise, sometimes called India by mankind.

Many nights and many days he traveled, but his sandals never wore out nor did his robe make him too hot or too cold.

At last, as he climbed the highest mountain peak of all the earth, he saw the glittering columns of his father's palace. As he came nearer he found that they were covered with millions of precious stones and inlaid with gold. When he started to climb the numberless stairs, the silver doors of the palace flew open, and he saw the wonderful ivory ceiling and the walls of the long hall.

He was glad that the steps were many, and he looked long at the pictures carved on the walls by an immortal artist.

There were pictures of both land and sea. On the right was earth, with its towns, forests, and rivers, and the beings that live in each. On the left was the ocean with its mermaids sporting among the waves, riding on the backs of fishes, or sitting on the rocks drying their sea-green hair. Their faces were alike, yet not alike, as sisters ought to be.

Up, up the hundreds of steps he climbed, never wearied. On the ceiling of this marvelous hall he could see carved the stars of heaven. On the silver doors were the twelve strange beings of the sky, formed of stars, six on each door.

The last step was reached. Outside the sky was dark, but at the doorway Phaeton stopped, for the light from his father was more than he could bear. There sat Apollo, dressed in crimson, on a throne which glittered with diamonds. On his right hand and on his left stood the Days,

bright with hope ; and the Months, hand in hand with the Days, seemed listening to what the Years were whispering to them.

Phaeton saw there the four Seasons. Spring, young and lovely, came first, her head crowned with flowers. Next came Summer, with her robe of roses thrown loosely about her and a garland of ripe wheat upon her head. Then came merry Autumn, his feet stained with grape juice ; and last, icy Winter, with frosty beard and hair, and Phaeton shivered as he looked at him. Dazzled by the light, and startled to find himself in such a presence, he stood still.

The Sun, seeing him with the eye that sees everything, asked :

“Why are you here ?”

“Apollo, my father, grant me one request, that I may prove to mortals that you are my father.”

Apollo laid aside his dazzling crown of rays, clasped Phaeton in his arms and said :

“Brave son, ask what you will, the gift is yours.”

Quicker than a flash from his father's crown came the question from Phaeton :

“Will you let me for one day drive your chariot ?”

Foolish father, foolish son ! Apollo shook his head three times in warning.

“I have spoken rashly. This one thing no mortal can achieve. Nor can any immortal save myself hold in the horses that draw the fiery car of day. It is not honor, but death, you ask. Change your wish.”

Phaeton answered :

“My mother taught me that my father always kept his promises.”

“It is even so, rash boy. If you do not change, neither can I. Bring the Chariot of the Sun.”

How the Horses of the Sun Ran Away 41

The daring child stood beside the glorious car that was higher than his head. His eyes flashed bright as the diamonds that studded the back of the golden chariot. The golden axle gleamed through the silver spokes, for the chariot was made of naught but gold and silver and precious stones.

Then Early Dawn threw open the purple doors of the eastern sky. The stars, answering the signal of the Day Star, slowly passed from sight, followed by their marshal.

The Hours obeyed Apollo's orders, and, harnessing the horses, led out the wondrous creatures and fastened them to the chariot.

Apollo bathed Phaeton's face with ointment, and taking up the crown of shining rays, fastened it on the rash boy's head.

With a sigh, he said :

"My son, you will at least take my advice in one thing : spare the whip and hold tight the lines. You will see the marks of the wheels where I have gone before, and they will guide. Go not too high or you will burn the heavens, nor too low or you will set your mother's home, the earth, on fire. The middle course is the best. Take the reins, or, if even now you will change your wish, abide here, and yield the car to me."

Phaeton leaped into the golden chariot, and with a proud smile thanked his father. Then he gave the word to the horses.

They darted forward through the morning clouds with the fury of a tempest. Men on the earth thought it was noonday and tried to do double their daily work. The fiery horses soon found their load was light, and that the hands on the reins were frail. They dashed aside from their path, until the fierce heat made the Great and Little Bear long to plunge into the sea.

Poor Phaeton, looking down on the earth, grew pale and shook with terror. He wished that he had never seen these shining steeds, had never sought the palace of the Sun, and that he had never held his father to that rash promise.

Diana, who drives the chariot of the Moon, heard the mad racket in the sky, and shooting her arrows at the frightened horses, turned them aside in time to prevent them from dashing her own silver car to pieces.

Earth cried for clouds and rain. People of Africa became black because of the terrible heat. Streams dried up, mountains burned, and the River Nile hid his head forever in the desert. At last Earth cried in a husky voice to Jupiter, the ruler of the gods.

Jupiter, from his seat in the thunder-clouds, saw the danger the heavens and the earth were in, and hurled his lightnings at the rash driver. Phaeton fell dead from the chariot. From morning till night, and from that night till morning, he fell like a shooting star, and sank at last into an Italian river. His sisters trembled so at his fall and wept so bitterly that they changed into poplar trees upon the river banks. Even to this day they mourn for him, and tremble at the least breeze from heaven. Apollo's horses, calmed by Jupiter's voice, finally found the track. When evening came they entered the western gates of the sky, and were taken back, by way of the north, to their stalls near Apollo's palace.

MARY CATHERINE JUDD, in "Classic Myths."
By permission of Rand, McNally & Co.

ORAL EXERCISE

Describe Phaeton's journey to his father. Tell of his arrival and his request. His father's answer. Describe the drive in the chariot.

What does the runaway chariot represent? The stopping of the chariot by Jupiter? The return of the chariot?

SECTION 41

WRITTEN COMPOSITION

Write a description of Phaeton's drive in the chariot. Make not less than three paragraphs and observe the suggestions for paragraphing given in Section 31.

SECTION 42

SUMMARY OF USES OF CAPITAL LETTERS

1. The first word of every sentence should begin with a capital letter.
2. The first word of every line of poetry should begin with a capital letter.
3. All names of persons should begin with a capital letter. The initial letters should always be capitals.
4. Names of places should begin with capital letters.
5. Names of days of the week and of months of the year should begin with capital letters.
6. A word used before a name as a title should begin with a capital letter.
7. A capital should be used to begin the first word of every direct quotation.
8. The word *I* is always a capital letter.

WRITTEN EXERCISE

Copy from the literature already given, or from the school reader, a stanza of poetry that illustrates the second rule.

Write two original sentences that illustrate rule six.

SECTION 43**REVIEW OF CAPITAL LETTERS CONTINUED****WRITTEN EXERCISE**

Write two original sentences illustrating each of the rules in Section 42.

SECTION 44**PICTURE LESSON****FRIENDS OR FOES****ORAL DEVELOPMENT**

1. What do you see in the picture?
2. What feeling is expressed in the face of the child? What in that of the dog? Of the cat?
3. Why does the toad not hop away?
4. Where do toads live? What do they eat?
5. Are toads a help or a hindrance to man? Why?
6. Where do you think this incident occurred?

SECTION 45**WRITTEN COMPOSITION**

Write the story suggested by the picture.

SECTION 46**ONE AND MORE THAN ONE**

1. An oriole has a nest in the tree.
2. The little orioles are in the nest.
3. It hangs from a branch.
4. Orioles hang their nests from the branches of trees.



FRIENDS OR FOES?

BURTON BARBER

5. A wren has its nest in a box.
6. Some wrens do not build in boxes.

How many orioles are spoken of in the first sentence? How many in the second? What change is made in the form of the name?

What other names in these sentences change their form to mean more than one?

Most names change their form to mean more than one by adding *s* or *es*.

WRITTEN EXERCISE

1. From "How the Horses of the Sun ran away," Section 40, copy a list of ten names that mean but one.
2. From the poem "November," Section 33, copy a list of ten names that mean more than one.
3. From the same poem, copy five names that mean but one, and change them to mean more than one.
4. Write the names of five plants that you have seen.
5. Change the name of each so that it will mean more than one.
6. Use both forms of two names in sentences.

SECTION 47

USE OF *IS* AND *ARE*

In the poem "November," Section 33, find the following expressions and copy the sentences in which they occur:

- (1) leaves are, (2) winds are, (3) winter is, (4) vest that is, (5) brooks are, (6) roots of the roses are.

Which of these sentences refer to one? Which refer to more than one?

Read those that contain *is*. Read those that contain *are*.

Use *is* when speaking of one. Use *are* when speaking of more than one.

Are is always used with *you* whether one or more is referred to.

WRITTEN EXERCISE

1. Change the statements copied from "November," Section 33, to questions.
2. Rewrite the sentences, changing those that mean one to more than one, and those that mean more than one to one.
3. Use *is* or *are* in writing statements about the following words: breezes, dew, frost, storms, winds, rain, snow, hail, sleet, blizzard.

SECTION 48

MEMORY SELECTION

THE FERNS

"Oh, what shall we do
The long winter through?"
The baby ferns cried
When the mother fern died.

The winds whistled bleak,
And the woodlawn was drear,
And on each baby cheek
There glistened a tear,

When down from a cloud,
Like a flutter of wings,
There came a great crowd
Of tiny white things;

They fell in a heap
Where the baby ferns lay,
And put them to sleep
That bleak stormy day.

Tucked under the snow
 In their little brown hoods,
 Not a thing will they know, —
 These babes in the woods, —

Till some day in spring,
 When the bobolinks sing,
 They will open their eyes
 To the bluest of skies.

ORAL EXERCISE

How are ferns preserved from year to year?
 Do the ferns sleep best in the snow? Why?
 What is meant by "their little brown hoods"?
 Explain, "open their eyes in spring." Have you seen ferns
 growing? What kind of places do they select for their homes?

SECTION 49

WAS AND WERE

In "The Unhappy Pine-Tree," section 19, find the following expressions and copy the sentences in which they occur:

(1) mother was, (2) maples were, (3) they were, (4) thief who was, (5) he was, (6) tree was.

Which sentences refer to one person or thing? Which to more than one? In which sentences is *was* used? Which contain *were*?

Why is *was* used in some sentences and *were* in others?

Use *was* when referring to one and *were* when referring to more than one.

Do not use *was* with *you* either in statements or questions. *You were* and *were you* are the correct forms.

WRITTEN EXERCISE

1. Write five sentences, using *was*, referring to your Christmas Holidays.
2. Write five sentences, using *were*, referring to the same time.
3. From the selection "How the Horses of the Sun ran away," Section 40, copy five sentences in which *was* is used, and five in which *were* is used.

SECTION 50

DICTATION EXERCISE

Sang the trees, as they rustled together :
"O the joy of the summer weather !
Roses and lilies, how do you fare ?"
Sang the red rose, and the white :
"Glad are we of the sun's large light,
And the songs of the birds that dart through the air."

— From "SUMMER CHANGES."

SECTION 51

WRITTEN COMPOSITION

Tell about some trees that you have seen : where you saw them ; names of the trees ; whether large or small. Tell about the branches, leaves, blossoms, and fruit. Which are your favorite shade trees ? Why ?

NOTE. — Preparatory to writing this composition there should be an oral discussion in the class on all points named in the outline.

SECTION 52

IS AND ARE — WAS AND WERE

ANDROCLUS AND THE LION (SECTION 14)

Copy these sentences, filling the blanks with *is* or *are*.
Copy the sentences again and fill the blanks with *was* or *were*.

1. There — a holiday in Rome.
2. Games — in the arena.
3. The emperor — in his place.
4. The people — there.
5. They — much excited.
6. Androclus — in the arena.
7. The lion — released.
8. He — angered by hunger.
9. He — rushing upon Androclus.
10. He — quieted at seeing him.
11. Androclus — petting him.
12. The people — surprised.
13. They — cheering loudly.
14. The emperor — pleased.
15. The prisoner and lion — set free.

SECTION 53

PROSE STUDY

PROSERPINA

I

Once upon a time, long ago, there lived a goddess whose name was Ceres. She loved all the plants and grains, and cared for them.

Ceres had a dear little girl named Proserpina. She loved her dearly, and would not let her go into the fields alone.

One day Ceres said to Proserpina, "Dear child, some of my poor plants are thirsty. The ground is very dry, and they cannot get any water. I must go to see what I can do for them. While I am gone you may go to the seashore and play with the sea nymphs."

Ceres put on her bonnet of red poppies. She then stepped into her chariot and said, "Good-by, dear child."

Proserpina stood and watched her mother until she was out of sight; then went, singing, to the seashore. The sea nymphs heard the singing and brought her a necklace of seashells.

Proserpina thanked them, and went into the fields to get some flowers to make wreaths for them. She picked many flowers; among them sweet roses and blue violets.

Suddenly she saw a large bush in front of her, covered with beautiful flowers. Proserpina wished to take the bush home with her. She took hold of it with both hands and pulled and pulled. Soon she had pulled it out by the roots; but where the bush had stood was a deep hole.

II

The hole grew larger and larger. Suddenly four black horses sprang out of it, drawing a golden chariot.

A man sat in the chariot with a crown on his head. His face was gloomy. His clothes were covered with diamonds.

Poor Proserpina was frightened and screamed for her mother. Then the man said, "Do not be frightened; I will not harm you. I am King Pluto. I live in a beautiful golden castle. All the gold and silver and diamonds in the earth are mine."

Proserpina still cried for her mother; but Pluto took her and placed her in the chariot.

Pluto now urged on his horses. The chariot passed Ceres, who was working in a field. Proserpina cried for her mother. Ceres heard her, but could not see her.

The road grew darker and darker. At last they reached Pluto's castle. The walls were made of fine gold; the windows were made of crystal; the lamps were sparkling diamonds.

But Proserpina was very sad in Pluto's castle. She would eat nothing, for she knew that if she did she could never see her mother again.

III

When Ceres heard her little girl scream, she looked all around but could not see her.

She went to the sea nymphs and asked for her child. They said, "She went into the fields." Then Ceres lighted a torch and searched for her. The sun-god told her that Pluto had taken her away to his home.

Poor Ceres feared she would never see her daughter again. She was so sad, she said she would not let the plants grow until Proserpina came back.

The plants did not grow, and the people were unhappy.

Mercury was now sent to Pluto. He said, "King Pluto, Ceres grieves for Proserpina. Will you let her go back to her mother?"

"I am sorry if Proserpina must go," said Pluto, "but if her mother is so unhappy that she will not let the plants grow, you may take her."

Pluto's servant had given Proserpina a pomegranate. When she took it in her hand, she grew hungry. She took a bite and swallowed six seeds.

Just then Mercury and Pluto came in. Pluto told Proserpina she might go to her mother.

The little girl said good-by to Pluto and started for home. When she came the grass grew green, the flowers bloomed, and everything looked bright and happy.

Ceres was sitting on her doorsteps. She saw everything turning green. Looking up, she saw her child. Soon she had her in her arms. How happy they were!

Proserpina told her mother the whole story. • Ceres became sad when she heard that she had swallowed six seeds of the pomegranate.

"My dear child," she said, "you must stay one month with Pluto for every seed you have swallowed."

"I am not sorry," said Proserpina. "I like Pluto very much. He was very kind to me."

Now, children, let me tell you something about Ceres. In the spring, when everything becomes green, we say that Proserpina is visiting Ceres. In the fall, when everything is bare, Proserpina is leaving her mother. She is going to visit Pluto.

— From Strong's "All the Year Round."
By permission of Ginn & Co.

SECTION 54

ORAL LESSON

Tell the story of Proserpina in your own words.

Give references that show Ceres' interest in plants.

Give references that show the love of Proserpina for flowers.

Show by reference that Ceres loved Proserpina.

Did Proserpina love her mother? Give reference as proof.

What changes in nature are referred to by this myth?

Who was Mercury, and why was he sent to King Pluto?

SECTION 55

WRITTEN COMPOSITION

Write in your own words the story of Proserpina.

SECTION 56

HAS AND HAVE

1. The year has four seasons.
2. The seasons have many changes.
3. January and February have ice and snow.
4. March has strong winds.
5. April has many showers.
6. May and June have pretty flowers.
7. July and August have summer heat.
8. September has ripened fruits.
9. October has hoar frost and falling leaves.
10. November and December have holidays for boys and girls.

Read the sentences in which *has* is used.

Read the sentences in which *have* is used.

How many persons or things are referred to when *has* is used?

How many when *have* is used?

Which do you use when you speak of yourself?

Which is used with the word *you*?

***Has* is used with words when they refer to one person or thing, except with the words *I* and *you*.**

***Have* is used with words when they refer to more than one person or thing, and with *I* and *you*.**

WRITTEN EXERCISE

1. Use *has* in five sentences about things used by a blacksmith.
2. Use *have* in five sentences about things owned by farmers.
3. In five sentences, use *have* in connection with *I* or *you*.

SECTION 57

POEM STUDY

THE TREE

The Tree's early leaf buds were bursting their brown,
 "Shall I take them away?" said the Frost, sweeping down.

"No, leave them alone

Till the blossoms have grown,"

Said the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung.

"Shall I take them away?" said the wind as he swung.

"No, leave them alone

Till the berries have grown,"

Said the Tree, while his leaflets quivering hung.

The tree bore his fruit in the midsummer glow.

Said the girl, "May I gather the ripe berries now?"

"Yes, all thou canst see, —

Take them; all are for thee,"

Said the Tree, while bent down his laden boughs low.

—BJÖRNSTJERNE BJÖRNSSON.

ORAL EXERCISE

Study the above poem and answer the following questions :

1. What are "leaf buds"?

2. What is meant by "bursting their brown"?
3. How could the frost injure them?
4. Why did the birds sing?
5. What harm could the wind do?
6. What do you understand by the "midsummer glow"?
7. What month is referred to?
8. For whom did the Tree bear its fruit?

SECTION 58

CONTRACTIONS

1. I'm going to play ball.
2. Can't you go too?
3. No, but I'll go with you some other day.
4. You'll miss a good time.
5. I don't care; it isn't the last good time.

For what words do *I'm* stand in the first sentence?

For what *can't* in the second sentence?

What words can you substitute for *I'll* in the third?

For *you'll* in the fourth?

Such expressions as *I'm*, *can't*, *I'll*, etc., are called contractions.

In contracted words an *apostrophe* is used to indicate the omission of part of a word.

WRITTEN EXERCISE

Write the words for which the following contractions are used:

I'm	wasn't	doesn't	I'd
you'll	hasn't	didn't	there's
isn't	haven't	I've	can't
aren't	don't	we're	it's

DICTATION

"Cluck ! cluck !" said the hen,
 "Don't ask me again ;
 Why, I haven't a chick
 Who'd do such a trick."

"I wouldn't rob a bird,"
 Said little Mary Green ;
 "I think I've never heard
 Of anything so mean."

"'Twas very cruel, too,"
 Said little Alice Neal ;
 "I wonder if he knew
 How sad the bird would feel."

— MOTHER GOOSE.

SECTION 59

SUMMARY OF RULES

1. A group of words used to tell or ask something is a sentence.
2. Every sentence should begin with a capital letter.
3. A sentence that tells something is a statement.
4. A period should be placed at the close of every statement.
5. A sentence that asks something is a question.
6. An interrogation point should be placed after every question.
7. Sentences that tell one to do something are commands.
8. A period should be placed at the close of every command.

9. A sentence that expresses sudden or strong feelings is called an exclamation.

10. Every exclamation should be followed by an exclamation point.

11. Every word in the name of a person or a place should begin with a capital letter.

12. The first word of every line of poetry should begin with a capital letter.

13. The names of the days of the week, the names of the months, and their abbreviations, should begin with capital letters.

14. The word *I* is always a capital letter.

15. When a name is used as a title it should begin with a capital letter.

16. A group of sentences relating to one particular thing is a paragraph.

17. The first word of every quotation should begin with a capital letter.

18. Most words change their form to mean more than one by adding *s* or *es*.

Use *is*, *was*, and *has* when speaking of one; use *are*, and *were*, when speaking of more than one. *Have* is used when speaking of more than one, and also with *I* and *you*.

SECTION 60

MEMORY SELECTION

JUNE

The robins and blackbirds awoke me at dawn,
Out in the wet orchard beyond the green lawn.

For there they were holding a grand jubilee,
And no one had wakened to hear it but me.

The blue morning-glories were sprinkled with dew ;
There were hundreds of spider webs wet with it, too.

And pussy cat, out by the lilacs, I saw,
Was stopping to shake off the drops from her paw.

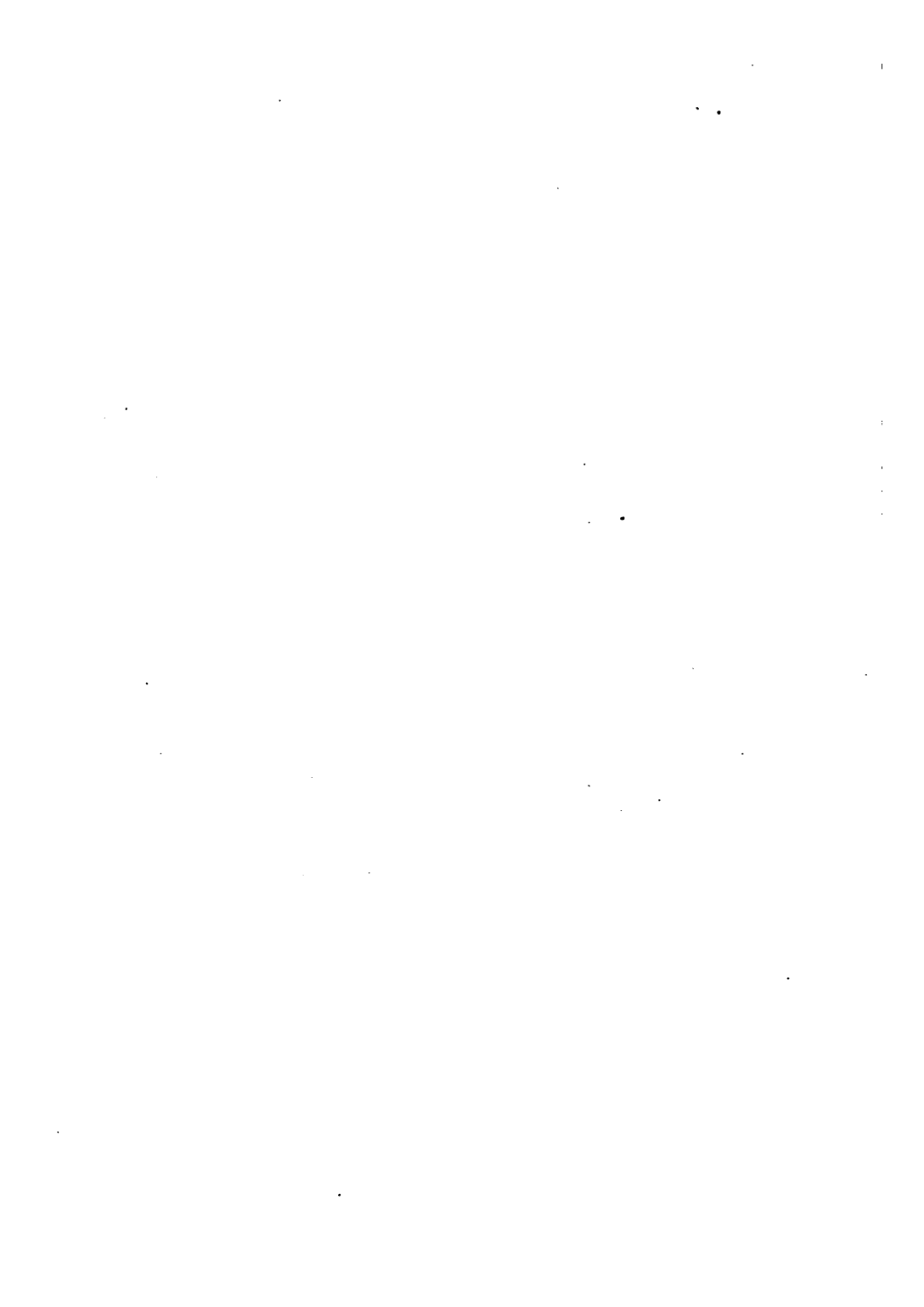
I dressed in the silence as still as a mouse,
And stole down the stairway and out of the house.

There, still in the dawning, the garden paths lay
Where yesterday evening we shouted at play.

By the borders of boxwood and under the trees
There was nothing astir but the birds and the bees.

“If all the wide world had been made just for me,”
I thought, “what a wonderful thing it would be.”

— From “Prose and Verse for Children.”



PART TWO



SECTION 61

PROSE SELECTION FOR STUDY

CLYTIE

Clytie was a beautiful nymph who lived among the woods and streams. Her golden hair was the color of the cowslips in the brook, and her robe was of pale green.

Sometimes she sat in the meadow beside her favorite stream where the wild flowers grew so tall as to half hide her; she seemed almost like a flower herself. She loved, as she sat there, to keep her face turned up to the sun as a flower turns in the direction whence comes all its light and heat. Every day she watched the great sun mounting higher and higher in the sky or going down toward the western horizon. If a cloud came across his face she was unhappy.

So the days of the sun-loving maiden passed. Apollo, the great sun-god, who looks down upon mortals, had seldom seen anything so beautiful as she, and because she was flowerlike and because she so loved the sunbeam, determined that she should not die like other mortals, but that she should become a flower, golden-colored like her hair, and like the sun she loved to look upon. The leaves are pale green, and the flower, standing high on its stalk,

turns its face to the sun. It is said that, as the sun moves slowly across the sky, the flower turns its face from east to west, and for this reason it is called the sunflower.

Tell the story of Clytie in your own words.

SECTION 62

WRITTEN COMPOSITION

THE SUNFLOWER

Topics :

1. Description of the sunflower.
2. Where does it grow?
3. When does it bloom?
4. Special characteristics of sunflowers.
5. The legend.

SECTION 63

MEMORY SELECTION

THE ARROW AND THE SONG

1. I shot an arrow into the air ;
 It fell to earth, I knew not where ;
 For, so swiftly it flew, the sight
 Could not follow it in its flight.
2. I breathed a song into the air ;
 It fell to earth, I knew not where ;
 For who has sight so keen and strong,
 That it can follow the flight of song?
3. Long, long afterward, in an oak,
 I found the arrow, still unbroke ;
 And the song, from beginning to end,
 I found again in the heart of a friend.

—HENRY W. LONGFELLOW.

ORAL EXERCISE

What is told in the first stanza? What in the second? What two facts are stated in the last?

What lesson do you think the poet wishes to teach?

Quote a stanza from some other poem written by Mr. Longfellow.

Commit to memory the last stanza.

SECTION 64

POEM STUDY

THE FOUR WINDS

In winter, when the wind I hear,
I know the clouds will disappear;
For 'tis the wind that sweeps the sky
And piles the snow in ridges high.

In spring, when stirs the wind, I know
That soon the crocus buds will show;
For 'tis the wind that bids them wake
And into pretty blossoms break.

In summer, when it softly blows,
Soon red, I know, will be the rose;
For 'tis the wind to her who speaks,
And brings the blushes to her cheeks.

In autumn, when the wind is up,
I know the acorn's out its cup;
For 'tis the wind who takes it out
And plants an oak somewhere about.

—FRANK DEMPSTER SHERMAN.

ORAL EXERCISE

What does the wind do in winter?

What is meant by "sweeps the sky"?

In summer what does the wind do? In autumn?

How can the wind plant an oak?

Commit the poem to memory.

SECTION 65

INDUSTRY STUDY

WHEAT

ORAL DISCUSSION

1. Seasons for wheat planting.
2. Preparation of the ground.
3. Processes of sowing.
4. Growth and maturity of the grain.
5. Harvesting and threshing.
6. Marketing.
7. Manufacture of flour.
8. Flour as an article for food.
9. Extent of wheat belt in the United States.
10. Value of wheat growing as an industry, also value to commerce.

SECTION 66

WRITTEN COMPOSITION

WHEAT

NOTE. — This composition should be an outgrowth of a discussion of the outline in the previous section. Use any three connected topics and limit the composition to about twenty lines.

SECTION 67

PROSE SELECTION

A STORY ABOUT GLASS

Once upon a time, hundreds of years ago, a strange-looking ship was sailing slowly on the great sea. The ship was heavily laden with soda, and had been out a long time.

The sailors were tired of the tossing of the great sea, and longed for the quiet land.

Suddenly, across the waves, a speck was seen. Surely, that must be land!

A moment later, the cry, "It is land," was heard from every sailor.

Soon the eager men landed and hastened to collect sticks for a fire. All were anxious to cook a dinner on the land.

The fire was started and the kettle brought. But they could find nothing with which to prop it. No stones were to be found.

What were they to do? Give it up? No, a thousand times no!

"Bring some lumps of soda," called the captain. Soon the dinner was cooking nicely; but stop, what was the trouble?

The fire had melted the soda and sand together, and on that far-away coast, the sailors had—what do you suppose?—Glass.

This was the first glass ever made.

— From Strong's "All the Year Round."
By permission of Ginn & Co.

ORAL EXERCISE

1. Discuss the incident of the discovery of glass.
2. Discuss the manufacture of glass :
 - a. As you have seen it.
 - b. As you have read of it.
3. Name five uses of glass.
4. Advantages arising from this discovery.

SECTION 68

COMPOSITION

Discovery, manufacture, and use of glass.

SECTION 69

REVIEW OF CAPITAL LETTERS

See Section 59.

1. Write in full the names of five persons you know.
2. Write the names of five of your associates, using initials of the given name.
3. Write the names of five places.
4. Write sentences in which the names of the days of the week are used.
5. Write the names of the months and their abbreviations.
6. Write five titles that apply to persons.

SECTION 70

ADDITIONAL USES OF CAPITAL LETTERS

1. O Spring, why are you so slow?
2. The Lord God is Creator of all things.
3. The late President McKinley was a great statesman.

4. The Democratic Convention assembled at Springfield.

5. The Rev. T. M. Johnson, of the Baptist Church, offered the invocation.

6. "The Light of Asia" was written by Sir Edwin Arnold.

7. The congregation sang "Rock of Ages."

Names of things personified should begin with capital letters.

All names of the Deity should begin with capital letters.

Titles used as part of a name of an individual should begin with capital letters.

Names of political parties and religious sects should begin with capital letters.

Important words in titles and headings should begin with capital letters.

Learn the above rules and write three examples of each.

SECTION 71

LETTERS

1. Review letter forms and parts of a letter. See Sections 37 and 38.

2. Write the letter indicated in the following outlines :

Mary Allen, in Boston, Mass., writes to her cousin Julia, in Mobile, Ala., acknowledging the receipt of her letter the week before ; is sorry to hear of her aunt's illness, hopes she is better ; recalls with pleasure Julia's visit in Boston the past summer ; wishes she could return and attend school with her ; gives an account of her work in the fourth grade.

2. Write the answer to the above letter, giving an account of the trip home.

SECTION 72

BUSINESS LETTERS

Little Rock, Ark.,
May 25, 1902.

Rice Grocery Co.,
1254 Clemens St., City.

Gentlemen: I have just read your advertisement in the morning paper for a delivery boy.

I am anxious to secure such a position and can begin work to-morrow. I am in school and will finish the examinations to-day.

I will call immediately after school and bring indorsements.

Respectfully yours,
Roy Miller.

Carefully copy this letter.

NOTE. — In a business letter the heading should include the name and address of the person or firm to whom the letter is sent.

WRITTEN EXERCISE

1. Write a letter to your family grocer, ordering a supply of groceries to be sent to your home.
2. Write a letter to the publishers of the *Youth's Companion*, or some other paper, renewing your subscription.

SECTION 73

INVITATIONS

Mr. and Mrs. Adams desire
the pleasure of your company at a
children's party, Tuesday afternoon,
March 31, at three o'clock.
3310 Vine St.,
March 27, 1902.

1. Write an acceptance of this invitation.
2. Write an invitation to a birthday party.
3. Write an acceptance to the invitation.

SECTION 74

PROSE STUDY

HOW WEST BECAME AN ARTIST

Benjamin West was born in Chester County, Pennsylvania, in 1738. He was the son of Quaker parents who looked upon painting as a "worldly occupation." All

ornaments were excluded from their dress, and in their sober household there was nothing of art for the boy to imitate or inquire about.

One day, when he was only seven years old, he was given a fly brush and set to watch the sleeping babe of his married sister. The infant smiled in its sleep. The little watcher knew nothing of the "Angels' Whisper," but his genius whispered to him to copy that beautiful smile, and he attempted it in red and black inks, the only two colors which were at hand.

A Philadelphia merchant chanced to see some pictures which the boy artist had hung about his cottage home, and sent him a box of paints, some brushes, several pieces of prepared canvas, and six engravings.

The boy placed the box on a chair by his bedside. Unable to sleep, he rose with the dawn, and carried his implements of art, the first he had seen, to the garret. Then he hung up his engravings, prepared a palette, and began copying.

His enthusiasm made him a truant from school for several days. He worked secretly in the garret, until the school teacher's questions sent the mother into the boy's studio. The frown on her placid face vanished when she saw there a picture composed from two of the engravings. Kissing her little artist, she secured his pardon from the father, and went herself to the school teacher to beg that her truant boy might not be punished.

When Benjamin was fifteen years of age, Dr. Smith, the president of the college in Philadelphia, offered to direct his studies, if his father would send him to the city. The good Quaker resolved to lay the matter before the "Meeting," for the Friends did not think kindly of the "worldly occupation" of painting.

The "Meeting" assembled, and those serious men and women waited in silence for the moving of the Spirit. Finally one of the Friends was moved to ask: "Since God has bestowed upon this youth a gift, shall we question His wisdom? I see the divine hand. Let us encourage the youth."

The young painter was called in. He stood in the center of the room, his father on his right hand, and his mother on his left. A woman spoke:

"Genius," said she, "is given by God for some high purpose. What that purpose is, let us not inquire. It will be shown in His own time and way. Let us suspend the strict operation of our tenets, and give our consent to this boy's becoming a painter."

Then she kissed Benjamin, and the other women rose and also kissed him. The men, one by one, came forward and laid their hands on the boy's head. Thus Benjamin West was ordained to the artist's vocation.

After working as a portrait painter in Philadelphia and New York, he studied in Italy, and then settled in London in 1763. The last-named city was his home during the remainder of his long and successful life.

As president of the Royal Academy of Arts, he attained the highest honors of his profession. Benjamin West began to paint when he was but seven years old; he died in 1820, at the advanced age of eighty-two. The three thousand pictures which he painted are monuments of his great talent and unflinching industry.

—"Progressive Reader."

ORAL EXERCISE

1. Tell about Benjamin West's first pictures.
2. Discuss the action of his church.
3. To what do you attribute his success as a portrait painter?

SECTION 75

USES OF SENTENCES

Find the following sentences in "A Story about Glass," Section 67.

1. The sailors were tired of the tossing of the great sea.
2. What were they to do?
3. Bring some lumps of soda.
4. Surely, that must be land!

Which of the above sentences states a fact? Which asks a question? What does the third sentence do? What the fourth?

A sentence that makes a statement is a *declarative* sentence.

A sentence that asks a question is an *interrogative* sentence.

When a sentence is used to make a command or a request it is an *imperative* sentence.

When a sentence expresses an exclamation, it is an *exclamatory* sentence.

WRITTEN EXERCISE

1. Copy from your readers three declarative sentences, three interrogative sentences, three imperative sentences, and three exclamatory sentences.
2. Write three of each kind, referring to your daily work.

SECTION 76

DICTATION EXERCISE

THE MOUSE AND THE LION

A Lion one day put his paw upon a Mouse.

"Oh, please, sir, don't kill me!" said the Mouse. "If you will spare my life, I will do as much for you some-time."

The Lion smiled and let him go.

The Lion ran into a net one day.

The Mouse said, "Can't you get away? Then lie still a while and I will help you."

The net was soon gnawed to pieces. "You laughed at me once," he said, "but have I not done as I promised?"

ORAL EXERCISE

Classify the sentences in the above selection according to their use.

SECTION 77

POEM STUDY

THE FROST

The Frost looked forth one still, clear night,
And whispered, "Now I shall be out of sight;
So through the valley and over the height

In silence I'll take my way.

I will not go on like that blustering train —
The wind and the snow, the hail and the rain —
Who make so much bustle and noise in vain;
But I'll be as busy as they."

Then he flew to the mountain and powdered its crest;
He lit on the trees, and their boughs he dressed
With diamond beads; and over the breast

Of the quivering lake he spread

A coat of mail, that it need not fear
The downward point of many a spear
That he hung on its margin, far and near,
Where a rock could rear its head.

He went to the windows of those who slept,
And over each pane, like a fairy, crept ;
Wherever he breathed, wherever he stepped,
By the light of the morn were seen
Most beautiful things : there were flowers and trees,
There were beves of birds and swarms of bees ;
There were cities, and temples, and towers ; and these
All pictured in silver sheen.

But he did one thing that was hardly fair :
He went to the cupboard, and finding there
That all had forgotten for him to prepare —
“ Now, just to set them a-thinking,
I'll bite this basket of fruit,” said he,
“ This costly pitcher I'll burst in three ;
And the glass of water they have left for me
Shall ' tchick ! ' to tell them I'm drinking.”

— HANNAH F. GOULD.

ORAL EXERCISE

1. What season in the year is represented in the poem ?
2. Describe the condition necessary for the formation of frost.
3. Describe the work of the frost mentioned in the poem.
4. Describe some work that you have seen.
5. Commit to memory the third stanza.

SECTION 78

PICTURE LESSON

A WINTER SCENE

Describe some of the ways in which the snow makes
the landscape beautiful.

Describe the effect of the frost on brooks and streams.



From "Country Life in America," Copyright, 1892, Doubleday, Page & Co.

A WINTER SCENE

SECTION 79

PARTS OF THE SENTENCE

1. Jack Frost came one night.
2. The trees dropped their leaves.
3. He painted the windowpanes.
4. The water froze in the pitcher.
5. How was the pitcher broken?

About what is something said in the first sentence?

What is said of Jack Frost?

How many parts in this sentence?

Find two parts in each of the sentences.

Every sentence contains two parts. One part names that of which something is said, and is called the *subject*. The other part tells what is said about the subject, and is called the *predicate*.

WRITTEN EXERCISE

Copy the following sentences, and draw a short vertical line to separate the subjects from the predicates:

1. The vapor arose from the ocean.
2. The vapor became a misty cloud.
3. The cloud floated high in the air.
4. A warm wind carried it away.
5. The cloud lay over a beautiful country.
6. A cold wind found it.
7. The cloud fell in rain.
8. The flowers were glad to see the raindrops.
9. The raindrops flowed into the river.
10. The river carried them back to the big ocean.

Copy five sentences from "How West became an Artist," Section 74, and separate the two parts of each by a vertical line.

SECTION 80

PARTS OF THE SENTENCE

1. Birds build nests.
2. Some birds make nests on the ground.
3. They lay eggs in the nests.
4. Young birds cannot fly.
5. Mother birds feed the young.
6. Many birds catch insects.
7. Others eat berries.
8. We like the song birds best.
9. Which birds sing sweetest ?

Copy the above sentences, and separate subject and predicate as in the previous group.

WRITTEN EXERCISE

Write sentences using the following expressions as subjects :

- | | |
|---------------------|--------------------------|
| 1. the country | 6. the farmer's work |
| 2. the blue sky | 7. two big horses |
| 3. a field of wheat | 8. lambs in the meadow |
| 4. the orchard | 9. chickens |
| 5. ripe fruit | 10. James, the hired man |

SECTION 81

PARTS OF THE SENTENCE

In "How West became an Artist," Section 74, find the following subjects of sentences and supply the predicates :

- | | |
|----------------------------|-----------------------------|
| 1. Benjamin West | 6. Dr. Smith |
| 2. his genius | 7. The good Quaker |
| 3. a Philadelphia merchant | 8. young painter |
| 4. his enthusiasm | 9. a woman |
| 5. the teacher's question | 10. three thousand pictures |

In "A Story About Glass," Section 67, find the following predicates and supply the subjects :

- | | |
|-----------------------|-----------------------|
| 1. was sailing slowly | 6. was started |
| 2. were tired | 7. could find nothing |
| 3. was seen | 8. were to be found |
| 4. must be land | 9. was the trouble |
| 5. landed | 10. had melted |

WRITTEN EXERCISE

Write five original sentences, and indicate the subject and predicate of each sentence.

SECTION 82

TRANSPOSED ORDER

1. Most beautiful things were seen by the light of the moon.
2. By the light of the moon were seen most beautiful things.

What is the subject of each of the above sentences?

What is the predicate?

Where is the subject placed in the first sentence? Where in the second?

The subject of a sentence usually precedes the predicate, but sometimes this order is reversed. This is often true in poetry.

When the predicate of a sentence precedes the subject, the order of the sentence is transposed.

WRITTEN EXERCISE

Copy the following sentences and change the arrangement to the usual order :

1. A beautiful nymph was Clytie.
2. Golden was her beautiful hair.

3. Of pale green was her robe.
4. Unhappy was she if a cloud hid the sun.
5. So passed the days of the sun-loving maiden.

SECTION 83

PROSE SELECTION

THE WONDERFUL WEAVER

I. THE WARP

There was a young girl in Greece whose name was Arachne. Her face was pale but fair, her eyes were big and blue, and her hair was long and like gold. All that she cared to do from morn to night was to sit in the shade and weave. And oh, how fine and fair were the things which she wove in her loom! The cloth was so thin and soft and bright that men came from all parts of the world to see it.

Then as, day by day, the girl sat and wove, she said, "In all the world there is no cloth so soft and smooth."

"Who taught you to spin and weave so well?" some one asked.

"No one taught me," she said. "I learned how to do it as I sat here in the sun and shade; but no one showed me."

"But it may be that Athena, the queen of the air, taught you, and you did not know it."

"Athena, the queen of the air? Bah!" said Arachne. "How could she teach me? Can she weave goods like mine? I should like to see her try. I can teach her a thing or two."

She looked up and saw in the doorway a tall woman wrapped in a long cloak. Her face was fair to see, but

stern, oh, so stern! and her gray eyes were so sharp and bright that Arachne could not meet her gaze. "Arachne," said the woman, "I am Athena, the queen of the air, and I heard your boast. Do you still mean to say that I have not taught you how to spin and weave?"

"No one has taught me," said Arachne, "and I thank no one for what I know;" and she stood up, straight and proud, by the side of her loom.

"And do you still think that you can weave and spin as well as I?" said Athena.

Arachne's cheeks grew pale, but she said, "Yes, I can weave as well as you."

"Then let me tell you what we will do," said Athena. "Three days from now we will both weave: you on your loom and I on mine. We will ask all the world to come and see us; and great Jupiter, who sits in the clouds, shall be the judge. And if your work is best, then I will weave no more as long as the world shall last; but if my work is best, then you shall never use your loom again. Do you agree to this?"

"I agree," said Arachne.

"It is well," said Athena. And she was gone.

II. THE WOOF

When the time came for the contest in weaving, all the world was there to see it, and great Jupiter sat among the clouds and looked on.

Arachne had set up her loom in the shade of a mulberry tree where butterflies were flitting and grasshoppers were chirping all through the livelong day. But Athena had set up her loom in the sky, for she was queen of the air.

Then Arachne took her skeins of finest silk and began to weave. And she wove a web of marvelous beauty. The

threads were of many colors and so beautifully arranged that all who saw it were filled with delight.

"No wonder that maiden boasted of her skill," said the people. And Jupiter himself nodded.

Then Athena began to weave,—and what do you suppose she wove?

The web which she wove in the sky was full of enchanting pictures of castles and towers, and of men and beasts, and of giants and dwarfs, and of the mighty beings who dwell in the clouds with Jupiter. And those who looked upon it were so filled with wonder that they forgot all about the beautiful web which Arachne had woven. And Arachne herself was ashamed when she saw it, and hid her face in her hands and wept.

"O, how can I live," she cried, "now that I can never weave again?"

And she kept on weeping and weeping and weeping, and saying, "How can I live?"

Then when Athena saw that the poor maiden would never have any joy unless she were allowed to spin and weave, she touched her with the tip of the spear she sometimes carried; and the maiden was changed at once into a nimble spider, which immediately began to spin and weave a beautiful web.

I have heard it said that all spiders which have been in the world since then are the children of Arachne; but I doubt whether this be true. Yet, for aught I know, Arachne still lives and spins and weaves; and the very next spider that you see may be she herself.

—JAMES BALDWIN.

Tell the story of "The Wonderful Weaver" in your own words. Write a description of Arachne and her weaving.

SECTION 84

INDUSTRY STUDY

COAL

Oral development :

1. Locate coal-producing sections of the United States.
2. Coal mining—mine ownership.
3. Consumers of coal.
4. Relation of coal mining to commercial, manufacturing, and domestic interests of the people.

NOTE.—Develop the above topics in oral discussion.

SECTION 85

WRITTEN COMPOSITION

Write a composition on the coal industry.

SECTION 86

PICTURE LESSON

END OF LABOR

Write a description of what you see in the picture.

SECTION 87

COMMON AND PROPER NOUNS

1. Mary and Emma went to Central Park.
2. The day was a warm Saturday in June.
3. The sun shone and the air was fresh.
4. The birds sang in the trees.
5. Many children came from other cities.



THE END OF LABOR

BRETON

6. The dinners were carried in baskets.

7. Mr. Wilson came over from Trenton.

Point out all the names in these sentences.

Which are names of persons? Which are names of things?

Which are names of places?

Which of the names of persons apply to several individuals?

Which apply to particular individuals?

Which names apply to many places? Which apply to certain places?

All words used as names are *nouns*.

When a noun is the name of any one of a class of things it is a *common noun*.

When a noun is the name of a particular person, place, or thing it is a *proper noun*.

Every proper noun should begin with a capital letter.

Point out the common nouns and proper nouns in the following list :

child	Albany	cities	Sunday
tree	Illinois	Europe	school
John	houses	chairs	September
flowers	Mr. Jones	desk	Christmas
glass	President	women	hillside

WRITTEN EXERCISE

Copy all the proper nouns in "The Wonderful Weaver," Section 83.

Copy ten common nouns from the same selection.

SECTION 88

WRITTEN EXERCISES

Write lists of five nouns of each of the following classes of things :

playthings	foods	fruits	trees
animals	flowers	kitchen furniture	birds

SECTION 89

Write five proper nouns of each of the following classes :

1. Persons that you know.
2. Places that you have visited.
3. Authors of books that you have read.
4. States nearest your own state.
5. Officers of your city, town, or county.

SECTION 90

WRITTEN EXERCISES

1. Write five nouns that are names of animals of the following classes :

1. That swim in water.
 2. That are fleet-footed.
 3. That creep on the ground.
 4. That burrow in the ground.
 5. That live in trees.
2. Use two nouns from each list in sentences.

SECTION 91

EXERCISE IN CLASSIFICATION OF NOUNS

1. George Washington was the first President of the United States.
2. President Lincoln was assassinated in Washington City.
3. The whole world mourned the death of Queen Victoria.
4. The greatest inventor in this country is Thomas A. Edison.

5. Henry W. Longfellow is the children's poet of America.

6. Benjamin Franklin was the author of "Poor Richard's Almanac," and wrote many famous sayings and proverbs.

7. The first successful steamboat was built by Robert Fulton.

8. It was called the *Clermont* and sailed up the Hudson to Albany.

Write a list of the proper nouns contained in the above sentences, also a list of the common nouns.

From the selection, "How West became an Artist," Section 74, copy all the proper nouns and ten common nouns.

SECTION 92

POEM STUDY

THE PIPER'S SONG

Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child,
And he, laughing, said to me,

"Pipe a song about a lamb,"
So I piped with merry cheer.
"Piper, pipe that song again,"
So I piped; he wept to hear.

"Drop thy pipe, thy happy pipe,
Sing thy songs of happy cheer,"
So I sang the same again,
While he wept with joy to hear.

"Piper, sit thee down and write
In a book that all may read."
So he vanished from my sight ;
And I plucked a hollow reed,

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

— WILLIAM BLAKE.

ORAL EXERCISE

Whose words are put in quotations?

Why was the request made to pipe about a lamb? Why did he weep?

Why should the piper pipe the same song?

Why did the child command that the song be written?

Tell how the piper wrote his songs.

Does the command that the song be written indicate the character of the child? Why?

WRITTEN COMPOSITION

Write the thought of the poem as it appeals to you.

SECTION 93

LETTER WRITING

Alice Chester, San Francisco, Cal., writes to three of her classmates, Mary Reed, Bessie Baldwin, and Olive Denman, inviting them to spend Saturday with her at her home. Mary and Bessie accept the invitation.

Olive regrets that on account of the illness of her mother she cannot be present. Write invitations, and the replies.

See Section 37.

SECTION 94

MEMORY SELECTION

CHILD AND FLOWER

Innocent child and snow-white flower !
Well are ye paired in your opening hour.
Thus should the pure and lovely meet,
Stainless with stainless, and sweet with sweet.

White as those leaves just blown apart
Are the folds of thy own young heart ;
Guilty passion and cankering care
Never have left their traces there.

Artless one ! though thou gazest now
O'er the white blossom with earnest brow,
Soon will it tire thy childish eye ;
Fair as it is, thou wilt throw it by.

Throw it aside in thy weary hour,
Throw to the ground the fair white flower ;
Yet, as the tender years depart,
Keep that white and innocent heart.

-- WILLIAM CULLEN BRYANT.
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ORAL EXERCISE

Explain "your opening hour."

In second stanza tell meaning of "cankering care"; in third, "earnest brow"; in fourth, "tender years" and "white and innocent heart."

SECTION 95

SINGULAR AND PLURAL NOUNS

From the sentences used in Section 87, make a list of the nouns that refer to but one. Make a list of those that refer to more than one.

Nouns that refer to but one person or thing are *singular* nouns.

Nouns that refer to more than one are *plural* nouns.

WRITTEN EXERCISE

1. From selection, "The Frost," Section 78, copy five singular nouns and five plural nouns.
2. Use three of the singular nouns and two of the plural nouns in sentences.

SECTION 96

FORMATION OF PLURALS

Most nouns that mean but one change their form to mean more than one by adding *s* or *es*.

1. Write both singular and plural of ten nouns that form their plurals by adding *s*.
2. Write both forms of five nouns that form their plurals by adding *es*.

SECTION 97

PLURAL NOUNS

Most nouns that end in *y* change *y* to *i* and add *es* to form the plural; as, *city, cities*; *berry, berries*; *lily, lilies*; etc.; but when the *y* is preceded by a vowel it is retained and *s* is added to form the plural; as, *boy, boys*; *day, days*.

Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es* to form the plural; as, *loaf, loaves; knife, knives;* etc.

Some nouns form their plurals irregularly; as *man, men; child, children; goose, geese;* etc.

WRITTEN EXERCISE

Write the plurals of the following nouns according to the preceding rules:

shelf	rock	hero	boy
wolf	tree	daisy	pony
horse	sheaf	body	baby
calf	tooth	foot	woman
story	thief	ox	beef
picture	key	day	

SECTION 98

INDUSTRY STUDY

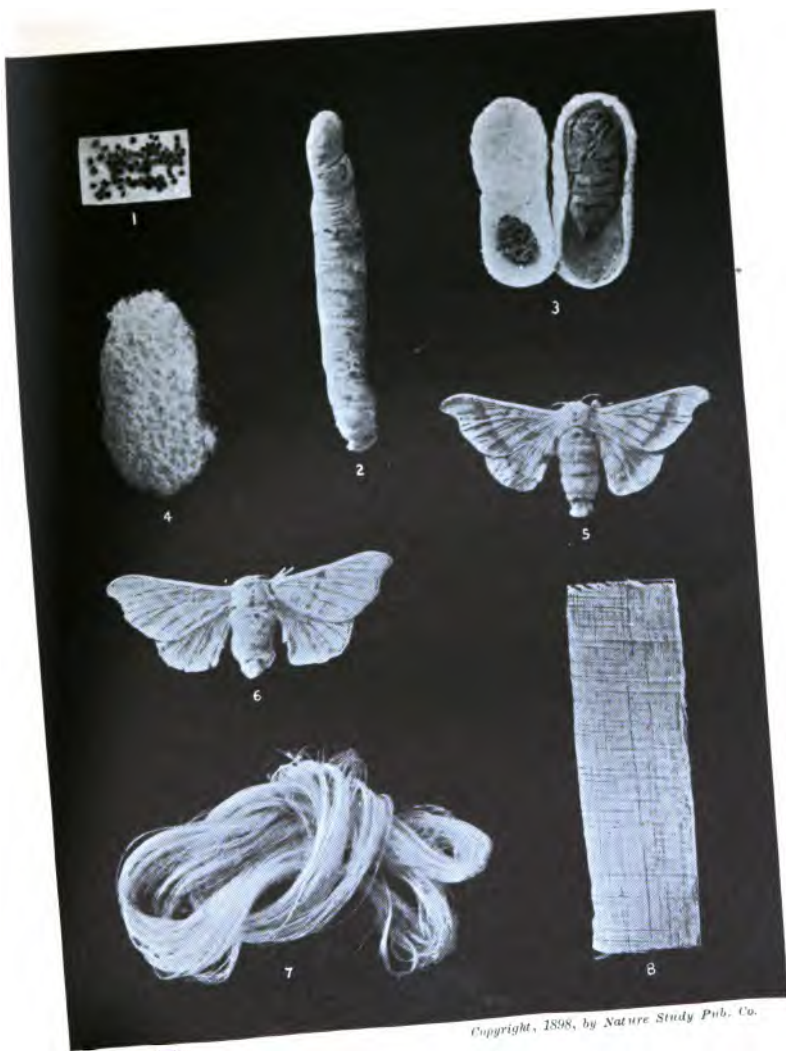
SILKWORM

1. Describe caterpillars and how they change to other forms.
2. Name and describe some caterpillars you have seen.
3. Upon what does the silkworm feed?
4. Describe the cocoon of the silkworm.
5. Describe the process of silk manufacture.

SECTION 99

WRITTEN COMPOSITION

Write a composition from the material developed in Section 98.



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THE SILKWORM

1. Silkworm Eggs.
2. Fourth Stage Worm.
3. Pupa in Cocoon.
4. Cocoon.

5. Male Moth.
6. Female Moth.
7. Unspun Silk.
8. Woven Silk.

SECTION 100

POEM STUDY

SILKWORM

Silkworm on the mulberry tree,
Spin a silken robe for me ;
Draw the threads out fine and strong,
Longer yet — and very long ;
Longer yet — 'twill not be done
Till a thousand more are spun.
Silkworm, turn this mulberry tree
Into silken threads for me !

All day long, and many a day,
Busy silkworms spin away ;
Some are ending, some beginning,
Nothing thinking of but spinning.
Well for them ! Like silver light,
All the threads are smooth and bright ;
Pure as day the silk must be,
Woven from the mulberry tree.

Ye are spinning well and fast,
'Twill be finished all at last ;
Twenty thousand threads are drawn
Finer than the finest lawn ;
And as long, this silken twine,
As the equinoctial line !
What a change ! The mulberry tree
Turneth into silk for me !

— MARY HOWITT.

SECTION 101

POSSESSIVES

1. John's hat was lost.
2. It was lost near Mr. Smith's store.
3. The children's playground was there.
4. Several boys' hats were lost at the same time.

In these sentences the words *John's*, *Mr. Smith's*, *children's*, and *boys'*, indicate ownership or possession. Such words are said to have a possessive form, or to be possessives.

The possessives of most nouns are formed by adding an apostrophe (') and letter *s*.

Nouns that end in *s* sometimes form the possessive by adding the apostrophe only.

WRITTEN EXERCISE

1. Write sentences using the following as subjects :

men's hats	ship's crew	bees' wings
city's wealth	robin's nest	baby's carriage
soldiers' guns	ladies' shoes	

2. Write the possessive singular and the possessive plural of each of the following nouns :

book	leaf	story	child
bird	horse	man	cloud
ox	tree	fly	steamer
fish	farmer	flower	
sword	fox	school	

3. Use in sentences five of the singular possessive forms and five of the plural possessive forms.

SECTION 102

PROSE STUDY

HOW THOR CAME BY HIS HAMMER

Thor had a very beautiful wife, named Sif, whom he loved dearly. She had lovely golden hair, which hung in long, wavy locks about her head. Thor was very proud of her golden hair, and the other gods knew it.

Now Loki was a mischief-making god who sometimes came to Thor's castle. He loved nothing better than to play tricks on those about him, and very often got himself and others into trouble by his pranks. He was not always kind, — indeed, very often he was quite cruel; and when he got some one else into deep trouble, laughed heartily at his plight.

Once when Thor had gone on one of his long journeys to the Mountain Giants, Loki came to Thor's castle in the sky. As he stepped on the porch, he saw Sif lying asleep. Her beautiful golden hair lay loose over the pillow.

"Now for some fun," said Loki. "I will cut off Sif's hair while she sleeps, and then see how angry Thor will be." So he went very cautiously to Sif's side, cut off the lovely golden tresses and ran away with them.

Poor Sif felt very badly when, on awakening, she found that all her beautiful locks had been stolen while she slept.

By and by Thor came home and found her weeping bitterly over the loss. Then, indeed, Thor was very angry; so angry that even the fun-loving Loki was frightened and tried to avoid meeting him. But he could not long hide from Thor, who was searching everywhere for him. "No one but Loki would do such a thing," said he, "and I shall punish him for it."

After a while Thor found Loki. "Did you cut off Sif's beautiful hair?" said he. Loki, seeing that he had been fairly caught, acknowledged it was he who did the mischief.

"Then," said Thor, "you must pay for it," and, taking hold of Loki, he shook him severely until he promised to bring something to take the place of the golden locks he had so cruelly cut off.

Loki was very much troubled for a time, wondering what he could bring Sif that would be as beautiful as her hair. At last he thought of his friends, the dwarfs, who lived deep down in the ground. These dwarfs were tiny little men who worked constantly, always doing good and wonderful things for others. And so when they saw Loki in trouble, they set to work at once to help him out of the difficulty.

Loki said, "Can you not make me a crown of golden thread that will grow like real hair?" "Yes," said the dwarfs, "we can." All night long these busy little men worked, and, when the light of the day came, the crown was finished.

All the gods lived in Asgard, and thither Loki carried the crown and gave it to Thor, who set it on Sif's head. "It is very wonderful," said all the gods.

A little dwarf named Brok was standing near and said, "I will make something for Thor just as wonderful as the crown of golden hair." Loki and the other gods laughed at him. "Let us see what you can make," said they.

So Brok went down into the ground where the dwarfs work, and told his brother what had been said. "We will let them see," said he, and to work they went in earnest.

Loki turned himself into a fly and tormented little Brok, hoping thus to prevent him from doing his best work; but

Brok worked on faithfully until the wonderful hammer was finished. When the hammer was finished Brok took it as a gift to Thor, and the gods said it was even more wonderful than the crown of golden thread which grew like real hair.

"It is not a true story," some boy or girl who reads this book may say. Yes, it is a true story, and just as true to-day as it was hundreds of years ago when the Norse fathers told it to their children in the long winter evenings as they sat about the fire.

For Thor was the god of thunder and heat, and Sif, his beautiful wife, was the earth. The wavy grass which the summer sun turned golden in color was the hair of which Thor was so proud; and the dry, hot wind was Loki, the god who did so much mischief and carried away Sif's hair.

The busy little dwarfs under the ground were the roots, which drew the sun's heat down and then after a while gave it back; just as the Norseman said the hammer always returned to Thor's hand of its own accord.

We enjoy the beautiful stories which the old Norsemen have left us, but are you not glad that we live in a time when more of the truth is known about the earth, and all the living things, than they knew then?

— "Progressive Reader."

ORAL EXERCISE

Who were Thor, Sif, and Loki?

Tell of Loki's joke and how he had to make amends for it.

From whom and how did Thor get the hammer? In what way is this a true story? Why was it a true story to the old Norsemen? Why is it a true story to us?

What is your opinion of the character of Loki? Do you like people of that character? Why?

SECTION 103

PRONOUNS

1. "I am going home," said Harry.
2. "Will you go with me, Tom?"
3. "No, I promised Fred I would wait for him."
4. "There he comes now with his sister."
5. "She has her books in her hand."
6. "They can go with us."
7. "We are glad they have come."

To whom does *I* refer in the first sentence? *You* and *me* in the second? *I* and *him* in the third? What words refer to Fred in the fourth? To whom do *she* and *her* refer in the fifth?

Whose names may be written instead of *they*, *us*, and *we* in the last two sentences? The words *I*, *you*, *me*, *him*, *he*, *we*, *us*, and *they* are used instead of nouns.

A word used instead of a noun is a pronoun.

WRITTEN EXERCISE

1. Make the following lists of pronouns from the selection, "How Thor came by his Hammer," Section 102.

(a) Ten that refer to one person or thing.

(b) Ten that refer to more than one person or thing.

2. The following pronouns are used to refer to persons and are called **personal pronouns**: *I*, *my*, *me*, *we*, *our*, *us*, *you*, *your*, *he*, *him*, *his*, *they*, *their*, *them*, *she*, *her*, *it*, and *its*.

NOTE.—*It*, though it stands for a thing, and not a person, is classed as a personal pronoun.

3. Write five original sentences that contain personal pronouns referring to more than one person or thing.

SECTION 104

VERBS

1. The sun shines.
2. The leaves appear.
3. The birds sing.
4. Spring is here.

Name the subjects in the above sentences. What is stated, or asserted, about the sun? What is asserted about the leaves? What is asserted about the birds? Read the fourth sentence, omitting *is*. Do the remaining words assert anything? What word is needed to make the assertion?

A word that states or asserts something is a verb.

WRITTEN EXERCISE

1. Make a list of the verbs found in both lists of sentences in Section 79.
2. In "The Wonderful Weaver," Section 83, find the verbs in the following list and copy the sentences in which they occur :

wove	taught	can teach	stood
came	asked	looked	thank
sat	learned	saw	was gone
said	showed	heard	were flitting

SECTION 105

EXERCISE

1. In "How Thor came by his Hammer," Section 102, the words in the following list are used as subjects of sentences ; find them and their asserting words and use them in constructing new sentences :

Thor	who	we	you
she	men	hammer	Norsemen
Loki	gods	fathers	
I	Brok	boy	

2. From the same selection make a list of ten verbs. Use five of these verbs in sentences.

SECTION 106

WRITTEN EXERCISE

1. Write sentences using the following verbs :

builds	looked	strikes	am going	stand
glided	watched	shall study	streamed	has written

2. Select ten verbs from "The Piper's Song," Section 92. Use them in sentences.

SECTION 107

POEM STUDY

BIRDS' NESTS

The skylark's nest among the grass
 And waving corn is found ;
 The robin's on a shady bank,
 With oak leaves strewn around.

The wren builds in an ivied thorn,
 Or old and ruined wall ;
 The mossy nest, so covered in,
 You scarce can see at all.

The martins build their nests of clay,
In rows beneath the eaves ;
While silvery lichens, moss, and hair,
The chaffinch interweaves.

The cuckoo makes no nest at all,
But through the wood she strays
Until she finds one snug and warm,
And there her eggs she lays.

The sparrow has a nest of hay,
With feathers warmly lined ;
The ringdove's careless nest of sticks
On lofty trees we find.

Rooks build together in a wood,
And often disagree ;
The owl will build inside a barn
Or in a hollow tree.

The blackbird's nest of grass and mud,
In brush and bank is found ;
The lapwing's darkly spotted eggs
Are laid upon the ground.

The magpie's nest is girt with thorns
In leafless tree or hedge ;
The wild duck and the water hen
Build by the water's edge.

Birds build their nests from year to year,
According to their kind, —
Some very neat and beautiful,
Some easily designed.

The habits of each little bird,
And all its patient skill,
Are surely taught by God Himself
And ordered by His will.

— From "Lincoln Collection."

NOTE. — In the study of this poem the pupils should compare, as far as possible, the statements made here with their own observations.

SECTION 108

ORAL LESSON

Describe the birds' nests that you have seen.

1. When did you see them?
2. Where were they?
3. How constructed?
4. Did you know what birds made them? How did you know it?
5. What have you learned from this poem that you did not know before?
6. Will you have more interest in birds' nests? Why?

SECTION 109

ULYSSES AT THE KING'S PALACE

Ulysses followed at a short distance, until the mules and the cart and the laughing girls all turned into an orchard and vanished among the trees. He stopped and looked around him.

The west wind blew across his face like a friendly caress. It was sweet with the fragrance of plum-blossoms. Over the hedge grew thrifty fig trees, olives, pears, and pomegranates, some in bloom, others hung with ripening fruit.

To the left, in the mellow sunset light, stretched the gently sloping vineyards, with their rows upon rows of trellised vines. Servants were bringing in their baskets filled with purple grapes; for in this country one could gather fruit the whole year round.

With a sigh of satisfaction, Ulysses started on toward the palace, which was almost hidden in its nest of trees.

The king and queen and their household sat around the hearth, for the evening was growing chilly. Along the walls were benches covered with soft skins and rugs. Here Nausicaä and her maids were sitting at their spinning. They had not spoken of meeting the stranger.

But the firelight rose and fell, and flared again, and lo, there he knelt before the queen! It was as if Minerva had wrapped him in a cloud, for no one saw him enter. They gazed at him in dumb astonishment.

"Good queen," said Ulysses, placing his hands upon her knees, "I am friendless and a stranger." But the queen was still silent, looking at him keenly. He arose and walked away and seated himself in the ashes by the hearth like a common beggar. The queen was wondering how the man had come by the clothes he wore, for they were made in the pattern of her own looms. But the king had not observed this.

"Arise, stranger," he said cordially. "Thou hast surprised us, but we cannot let thee sit there in the cinders. Medon, mix a bowl of wine and let us all pour out a libation to Father Jove, protector of the friendless."

It was clear that the stranger was to be made welcome. A dark-eyed maid hurried to bring the silver basin for washing the hands, another placed a chair for him at the king's right hand; a third set food for him. The king's sons and their henchmen, in turn, sipped a bowl of the

sweet wine mixed with water, and poured the lees out on the hearth as an offering to Jove.

But all this time the queen sat wondering. At last, "Thy pardon, stranger," she said, "but I cannot forbear to ask thee where thou didst find thy mantle."

"The story is a long one, lady," said Ulysses, smiling.

"Tell it," the queen commanded.

He began with Calypso's raft and the shipwreck, and told how he had been cast ashore. Then, "As I awoke from a long sleep in the thicket," he continued, "I saw thy daughter and her maids near by. She is so beautiful, said I to myself, surely she is a goddess! And well she might have been, for she gave me not only clothing, as thou seest, but far better, hope and rest and friends."

Nausicaä, sitting in the shadow by the wall, and hearing herself praised, blushed rosy red, like the modest little princess that she was.

— From Cook's "Ulysses."

NOTE. — Make the above story a study and reading lesson.

ORAL EXERCISE

Give the story in your own words.

What expression suggests the climate and fruitfulness of the country?

What prompted Ulysses to enter the palace? What conditions in the palace were characteristic of early civilization?

What courtesies were extended to Ulysses? How did they differ from courtesies offered to strangers in our country at the present day?

WRITTEN EXERCISE

Write in your own words all that occurred after Ulysses entered the palace of the king.

SECTION 110

ADJECTIVES AND ADVERBS

In "How West became an Artist," Section 74, are the following expressions: "worldly occupation," "beautiful smile," "little artist," "successful life," "highest honors," "unfailing industry."

The words *occupation*, *smile*, *artist*, *life*, *honors*, and *industry* are nouns. The other words are not nouns. They add to the meaning of the nouns by expressing some idea of kind or quality, and are called **adjectives**.

The expressions, *think kindly*, *worked secretly*, and *was moved finally*, are found in the same selection. The first words in the expressions are verbs, the other words add to the meaning of the verbs by stating how or when the action was performed, and are called **adverbs**.

Adjectives modify or limit nouns.

Adverbs modify or limit verbs, adjectives, or other adverbs.

NOTE. — Teachers should teach adverbs only as modifiers of verbs.

WRITTEN EXERCISE

In the poem "Birds' Nests," Section 107, find the following adjectives and copy them with the nouns they modify :

mossy	careless	spotted	wild
silvery	hollow	leafless	patient

In the selection, "How Thor came by his Hammer," Section 102, find the following adverbs, and copy them with the verbs they modify :

dearly	heartily	bitterly	fairly	constantly
better	cautiously	everywhere	severely	faithfully

SECTION 111

WRITTEN EXERCISE

1. Make a list of ten adjectives found in the selection, "Clytie," Section 61. Use five of them in sentences.
2. In "Proserpina," Section 53, find five adverbs. Use them in sentences.

SECTION 112

WRITTEN EXERCISE

1. Write an advertisement of an article found.
2. Write a message to be sent by telegraph.
3. Write a notice of a "Situation Wanted."
4. Write an advertisement of a residence for sale.
5. Write a request for the loan of a book.

SECTION 113

ARTICLES

A, an, and the are adjectives that are called articles.

A and **an** are indefinite articles, and **the** is a definite article. **A** is used before words beginning with a consonant sound; as, *a* man, *a* house, etc.

An is used before words beginning with a vowel sound; as, *an* apple, *an* orange.

This and **that** and their plurals, **these** and **those**, are adjectives which are used for designating or pointing out. **This** and **these** are used to refer to things near by; as, *this* box, *these* apples.

That and **those** are used to refer to things more remote; as, *that* basket and *those* peaches.

SECTION 114

PROSE STUDY

TRAGEDIES OF THE NESTS

The life of the birds, especially of our migratory song birds, is a series of adventures and of hairbreadth escapes. Very few of them probably die a natural death, or even live out half their appointed days. The home instinct is strong in birds, as it is in most creatures; and I am convinced that every spring a large number of those which have survived the Southern campaign return to their old haunts to breed.

A Connecticut farmer took me out under his porch, one April day, and showed me a phoebe bird's nest six stories high. The same bird has no doubt returned year after year; and as there was room for only one nest upon her favorite shelf, she had each season built a new nest upon the old as a foundation. I have heard of a white robin that nested several years in succession in the suburbs of a Maryland city. A sparrow with a very marked peculiarity of song, I have heard several seasons in my own locality. But the birds do not all live to return to their old haunts: the bobolinks and starlings run a gantlet of fire from the Hudson to the Savannah, and the robins and meadow larks and other song birds are shot by boys and pot hunters in great numbers, to say nothing of their danger from hawks and owls. But of those that do return what perils beset their nests, even in the most favored localities! The cabins of the early settlers, when the country was swarming with hostile Indians, were not surrounded by such danger. The tender households

of the birds are not only exposed to hostile Indians, in the shape of cats and collectors, but to numerous blood-thirsty animals against whom they have no defense but concealment. They lead the darkest kind of pioneer life, even in our gardens and orchards, and under the walls of our houses. Not a day or night passes, from the time the eggs are laid till the young are flown, when the chances are not greatly in favor of the nest being robbed and its contents devoured by owls, skunks, minks, and coons at night, and by crows, jays, squirrels, weasels, snakes, and rats during the day. Infancy, we say, is hedged about by many perils; but the infancy of birds is cradled and pillowed in peril.

The first nest builders in spring, like the first settlers near hostile tribes, suffer most. A great many of the nests of April and May are destroyed; their enemies have been many months without eggs, and their appetites are keen for them. It is a time, too, when other food is scarce, and the crows and squirrels are hard put. But the second nest of June, and still more the nests of July and August, are seldom molested. It is rarely that the nest of the goldfinch or cedar bird is disturbed.

ORAL STUDY

What are migratory birds?

Name some migratory birds that you have seen.

What is meant by "The home instinct is strong"?

What have you observed that goes to prove that birds are in constant danger?

Why should we not disturb the nests, nor endanger the lives of the birds?

What is meant by "Infancy is hedged about by many perils?"

SECTION 115

CONNECTIVES

1. From "Ulysses at the King's Palace," Section 109, copy the expressions :

"followed <i>at</i> a distance "	"was sweet <i>with</i> fragrance "
"turned <i>into</i> an orchard "	"ashes <i>by</i> the hearth "
"looked <i>around</i> him "	"placed a chair <i>for</i> him "

2. Also, copy the expressions :

"he stopped *and* looked "

"the king *and* queen *and* their household "

"firelight rose *and* fell *and* flared "

"thou hast surprised us, *but* we cannot let thee sit there "

In the first group, we have a class of words which do a work that is different from that done by any of the words we have studied. They have no meaning when used alone. The words *at, into, with, by, and for* belong to this class. These words express relations, and are called *prepositions*.

At shows the relation of the noun *distance* to *followed*.

Into shows the relation of the noun *orchard* to *turned*.

Around shows the relation of the pronoun *him* to *looked*.

With shows the relation of the noun *fragrance* to *was sweet*.

By shows the relation of *hearth* to *ashes*.

A preposition is a word that is used with a noun or pronoun to show its relation to some other word in the sentence.

In the second group of expressions is found another class of words that have still a different office to perform. They do not name things, neither do they assert, nor do they express the quality of a thing. They simply connect what is expressed by other words, or groups of words.

In the first expression, *and* connects the words *stopped* and *looked*. In the second expression, the first *and* connects the words

king and *queen*, and the second *and* connects *queen* and *household*. In the third expression, the words *rose*, *fell*, and *flared* are connected by *and*. In the last expression, *but* connects the sentence "thou hast surprised us" with the sentence "we cannot let thee sit there." These words are *conjunctions*.

A conjunction is a word that is used to connect words, groups of words, or sentences.

WRITTEN EXERCISE

1. From "The Wonderful Weaver," Section 83, copy ten sentences in which prepositions are found.
2. Copy five sentences that contain conjunctions.

SECTION 116

CONNECTIVES (Continued)

WRITTEN EXERCISE

1. From "How Thor came by his Hammer," Section 102, copy five sentences in which prepositions are used.
2. From the same selection copy five sentences in which conjunctions are used.
3. From a selection in your reader, copy five sentences that contain prepositions.
4. From some other selection, copy five sentences that contain conjunctions.
5. Write five original sentences that contain prepositions.
6. Write five original sentences that contain conjunctions.

SECTION 117

INTERJECTIONS

There is another class of words that have no connection with the other words of a sentence. They do their own work without

the help of other words. They express our feeling, or our emotions, in such expressions as *hurrah! oh! alas!* etc. These words are called *interjections*.

A word used to indicate sudden or intense feeling is an interjection.

WRITTEN EXERCISE

Write five sentences containing interjections.

SECTION 118

SUMMARY OF RULES IN PART TWO

1. Names of things personified, all references to the Deity, titles used as a part of a name of an individual, names of political parties and religious sects, and important words in titles and headings should begin with capital letters.

2. A sentence that makes a statement is called a declarative sentence.

3. A sentence that asks a question is called an interrogative sentence.

4. When a sentence is used to make a command or a request it is an imperative sentence.

5. When a sentence expresses an exclamation it is an exclamatory sentence.

6. The part of a sentence that names that about which something is said is the subject. The part of a sentence that tells what is said about the subject is the predicate.

7. All words used as names are called nouns. Names that apply to several persons, places, or things are common nouns. Names that apply to particular individuals or places are proper nouns. Every proper noun should begin with a capital letter.

8. Nouns that refer to but one person or thing are singular nouns. Nouns that refer to more than one are plural nouns. Most nouns that end in *y* change *y* to *i* and add *es* to form the plural; but when the *y* is preceded by a vowel it is retained and *s* is added to form the plural.

9. Some nouns ending in *f* or *fe* change *f* or *fe* to *v* and add *es* to form the plural. Some nouns form their plural irregularly. The possessive of most singular nouns is formed by adding to the singular an apostrophe and the letter *s*. Plural nouns that end in *s* form the possessive by adding the apostrophe only. Plural nouns not ending in *s* add both the apostrophe and *s* to form the possessive.

10. A word used instead of a noun is a pronoun. A word that states or asserts something is a verb. Adjectives modify or limit nouns. Adverbs modify or limit verbs, adjectives, or other adverbs.

11. A preposition is a word that is used with a noun or pronoun to show its relation to some other word in the sentence. A conjunction is a word that is used to connect words, groups of words, or sentences. A word used to indicate sudden or strong feeling is an interjection.

SECTION 119

MEMORY SELECTION

THE WANDERER

Upon a mountain height far from the sea
I found a shell,
And to my listening ear the lonely thing
Ever a song of ocean seemed to sing,
Ever a tale of ocean seemed to tell.

A Practical Language Book

How came the shell upon that mountain height ?

Ah, who can say?

Whether there dropped by some too careless hand,

Or whether there cast when Ocean left the Land

Ere the Eternal had ordained the Day.

Strange, was it not? Far from its native deep

One song it sang,—

Sang of the awful mysteries of the tide,

Sang of the misty sea, profound and wide,—

Ever with echoes of the ocean rang.

And as the shell upon the mountain height

Sings of the sea,

So do I ever, leagues and leagues away,—

So do I ever, wandering where I may—

Sing, O my home! sing, O my home, of thee!

— EUGENE FIELD.

By permission of "Frank Leslie's."

SECTION 120

POEM STUDY

SUMMER CHANGES

Sang the lily and sang the rose,

Out of the heart of my garden close:

"O joy, O joy of the summer tide!"

Sang the wind, as it moved above them:

"Roses were sent for the sun to love them,

Dear little buds, in the leaves that hide!"

Sang the trees, as they rustled together:

"O the joy of the summer weather!

Roses and lilies, how do they fare?"

Sang the red rose, and sang the white:

"Glad we are of the sun's large light,
And the songs of the birds that dart through the air."

Lily, and rose, and tall green tree,
Swaying boughs where bright birds be,
Thrilled by music and thrilled by wings,
How glad they were on that summer day!
Little they recked of the cold skies and gray,
Or the dreary dirge that a storm wind sings!

Golden butterflies gleam in the sun,
Laugh at the flowers, and kiss each one;
And great bees come, with their sleepy tune,
To sip their honey and circle round;
And the flowers are lulled by that drowsy sound,
And fall asleep in the heart of the noon.

A small white cloud in a sky of blue:
Roses and lilies, what will they do?
For a wind springs up and sings in the trees.
Down comes the rain; the gardens awake:
Roses and lilies begin to quake,
That were rocked to sleep by the gentle breeze.

Ah, roses and lilies! Each delicate petal
The wind and the rain with fear unsettle—
This way and that the tall trees sway:
But the wind goes by, and the rain stops soon,
And smiles again the face of the noon,
And the flowers grow glad in the sun's warm ray.

Sing, my lilies, and sing, my roses,
With never a dream that the summer closes!
But the trees are old; and I fancy they tell,
Each unto each, how the summer flies:
They remember the last year's wintry skies;
But that summer returns the trees know well.

— PHILIP BOURKE MARSTON.

PART THREE

SECTION 121

DAYBREAK

A wind came up out of the sea,
And said, "O mists, make room for me!"

It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone!"

And hurried landward far away,
Crying, "Awake, it is the day!"

It said unto the forest, "Shout!
Hang all your leafy banners out!"

It touched the wood bird's folded wing,
And said, "O bird, awake and sing!"

And o'er the farms, "O Chanticleer,
Your clarion blow; the day is near!"

It whispered to the fields of corn,
"Bow down and hear the chiming morn."

It shouted through the belfry tower,
"Awake, O bell! proclaim the hour."

It crossed the churchyard with a sigh,
And said, "Not yet! in quiet lie."

— HENRY W. LONGFELLOW.

ORAL EXERCISE

In what way is the daybreak proclaimed?
What is the meaning of, "O mists, make room for me!"
In what ways do plants wake up?
What things in nature are appealed to?
What in the poem appeals to man?

Interpret the meaning of the following sentences:

"Hang all your leafy banners out!"
"Bow down, and hear the chiming morn."
"Not yet! in quiet lie."

SECTION 122

ORAL LESSON

THE EVENING SUNSET

1. Describe the appearance of the sun as it approaches the horizon.
2. Describe the effects of the sun's rays on the things about us.
3. How do they affect the clouds in the sky?
4. What kind of landscapes do the sunsets affect most? Why?
5. At what season are the sunsets most beautiful? Why?
6. Describe a sunset that especially impressed you.

SECTION 123

WRITTEN EXERCISES

Write a composition from material developed in the preceding lesson.

Write a letter to a friend describing a beautiful sunset that you have seen.

SECTION 124

ABOU BEN ADHEM

Abou ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw within the moonlight of his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look that made all sweet accord,
Answered, "The names of those who love the Lord!"
"And is mine one?" asked Abou. "Nay, not so,"
Replied the angel. Abou spake more low,
But cheerily still, and said, "I pray thee, then,
Write me as one who loves his fellow-men."
The angel wrote and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blest;
And lo! Ben Adhem's name led all the rest!

— LEIGH HUNT.

SECTION 125

STUDY OF SENTENCES

What is a declarative sentence? An interrogative sentence?
An imperative sentence? An exclamatory sentence? See Sec-
tion 75.

WRITTEN EXERCISE

1. From "Abou Ben Adhem," Section 124, copy three declarative sentences, two interrogative sentences, an imperative sentence, and three exclamatory sentences.
2. Copy five declarative sentences from the selection, "Day-break," Section 121.

SECTION 126

PARTS OF THE SENTENCE

Into how many parts is a sentence divided? Name the parts and tell the work of each part. See Section 79.

WRITTEN EXERCISE

1. Copy the sentences indicated below and separate the two parts of each by a short vertical line :

- (1) Five declarative sentences from "Tragedies of the Nests," Section 114.
- (2) Two interrogative sentences from "How Thor came by his Hammer," Section 102.
- (3) Two imperative sentences from "The Silkworm," Section 100.
- (4) Four exclamatory sentences from "Daybreak," Section 121.

2. Write four original sentences of each kind and separate the two parts of each by a vertical line.

SECTION 127

COMPOUND SUBJECTS AND COMPOUND PREDICATES

1. The dream and visions pass away.
2. All things fade and perish.

In the first sentence what words name the things which *passed away*?

When two or more words name different things of which one assertion is made, such words are called a *compound subject*.

Dreams and visions form a compound subject because *passed away* is asserted of both of them.

In the second sentence, what assertions are made of *things*?

How many words are used?

Are the assertions the same?

Two or more words that make different assertions of the same thing are called a *compound predicate*. The words *fade and perish* form a compound predicate.

WRITTEN EXERCISE

From "The Frost," Section 77, copy one sentence that has a *compound subject*.

From "Daybreak," Section 121, copy five sentences that have *compound predicates*.

SECTION 128

PICTURE LESSON

THE SHEPHERDESS

(LE RÔLE)

1. Describe what is seen in the picture :
 - (a) The shepherdess and the sheep.
 - (b) The man plowing in the field.
 - (c) The house in the distance.
2. Tell what is suggested by the picture :
 - (a) Of the country and its climate.
 - (b) The season of the year.
 - (c) The method of cultivating the soil.
 - (d) The home life of the people.
 - (e) Tell something that you have read about herding sheep.
3. Write two original sentences that contain compound subjects.
4. Write two that contain compound predicates.



THE SHEPHERDESS

H. LE ROLLE

SECTION 129

COMPOSITION

WOOL

1. Length of time for the growth of the wool.
2. Season for sheep-shearing and manner of cutting off the wool.
3. Preparation of wool for market.
4. Some good markets for wool.
5. Manufacture of woolen cloth :
 - (a) Carding.
 - (b) Spinning.
 - (c) Weaving.
6. Some cities noted for their manufacture of woolen cloth.

SECTION 130

PROSE STUDY

THE NORTH WIND AND THE SNOW PRINCESS

The days are growing short and the trees are brown and bare. No cheery song is heard in the forest.

Now is the time to look for the gruff old North Wind, who scatters the brown dry leaves. He roars across the plains, and sometimes he bends the sturdy oaks beneath his power.

A cross old fellow, this North Wind seems to be, as he goes shrieking around the corners and up and down our chimneys. But he is not always so cruel.

Did you ever watch the beautiful cloud-horses that he drives across the sky? Have you seen his beautiful cloud-

The North Wind and the Snow Princess 121

chariot? The little stars laugh at him and their eyes shine bright.

His cold breath lays a beautiful shining cover over lakes and rivers. The happy waters go sparkling along, almost as happy as if the sun shone down upon them.

But best of all, he brings the little Snow Princess with him, and such a beautiful little Princess she is!

Her robes are snowy white and her eyes sparkle in the sunlight. She floats down from her home above, and with her soft hand she touches the brown leaves and shrubs, the bare rocks and fields.

Often the little Princess comes in the still gray morning when all the world is asleep. Sometimes she comes when the darkness falls. She floats over the fields and she dances along the hedgerows. She loads the branches with precious jewels that glitter in the sunshine.

She covers the little sleeping flowers with her soft blanket and she whispers a great secret in their ears—a secret that only she and they can understand.

— Adapted from "Classic Myths."

ORAL LESSON

- In what season of the year does the north wind blow?
- Why is it called the "gruff old North Wind"?
- What is meant by "cloud-horses" and "cloud-chariot"?
- Tell why the snow is called the "Snow Princess."
- What secret do you think she whispers to the flowers?
- Why are the flowers said to be sleeping?

WRITTEN EXERCISE

1. Reproduce in your own words a description of a snowstorm that you have read about.
2. Write a description of a heavy snowfall that you have seen.

SECTION 131

PHRASES

1. Thor had a very beautiful wife.
2. Thor had a wife of very great beauty.
3. They fled hastily.
4. They fled in haste.
5. To return home was impossible.

In these sentences find the groups of words that have the same meaning as single words.

How are the first three words in the last sentence used?

A group of words having neither subject nor predicate, and used as an adjective, an adverb, or a noun, is a phrase.

Of very great beauty and *in haste* are phrases.

A phrase that is used as an adjective is an adjective phrase; as, *of very great beauty*.

A phrase that is used as an adverb is an adverbial phrase; as, *in haste*.

In the fifth sentence above, *to return home* is a noun phrase.

WRITTEN EXERCISE

1. In the selection, "Ulysses at the King's Palace," Section 109, find the phrases given below, copy the sentences in which they occur, and indicate whether the phrases are adjective or adverb phrases:

around him	of her looms
with the fragrance	of the friendless
in bloom	from a long sleep
in its nest	to myself

2. From the selection, "How West became an Artist," Section 74, copy five sentences that contain adjective phrases and five sentences that contain adverbial phrases.

SECTION 132

POEM STUDY

WE ARE SEVEN

I met a little cottage girl,
She was eight years old, she said ;
Her hair was thick with many a curl
That clustered round her head.

She had a rustic, woodland air,
And she was wildly clad ;
Her eyes were fair, and very fair ;—
Her beauty made me glad.

“Sisters and brothers, little maid,
How many may you be ?”
“How many? Seven in all,” she said,
And wondering looked at me.

“And where are they? I pray you tell.”
She answered, “Seven are we ;
And two of us at Conway dwell,
And two are gone to sea.

“Two of us in the church-yard lie, —
My sister and my brother ;
And, in the church-yard cottage, I
Dwell near them with my mother.”

“You say that two at Conway dwell,
And two are gone to sea,
Yet ye are seven !— I pray you tell,
Sweet maid, how this may be ?”

Then did the little maid reply,
"Seven boys and girls are we ;
Two of us in the church-yard lie,
Beneath the church-yard tree."

"You run about, my little maid,
Your limbs they are alive ;
If two are in the church-yard laid,
Then ye are only five."

"Their graves are green, they may be seen,"
The little maid replied,
"Twelve steps or more from my mother's door,
And they are side by side."

"My stockings there I often knit,
My kerchief there I hem ;
And there upon the ground I sit,
And sing a song to them."

"And often after sunset, sir,
When it is light and fair,
I take my little porringer
And eat my supper there."

"The first that died was sister Jane :
In bed she moaning lay,
Till God released her of her pain ;
And then she went away."

"So in the church-yard she was laid,
And when the grass was dry,
Together round her grave we played,
My brother John and I."

"And when the ground was white with snow,
And I could run and slide,

My brother John was forced to go,
And he lies by her side."

"How many are you, then," said I,
"If they two are in heaven?"
Quick was the little maid's reply,
"O, master, we are seven."

"But they are dead ; those two are dead !
Their spirits are in heaven !"
'Twas throwing words away ; for still
The little maid would have her will,
And said, "Nay, we are seven."

—WILLIAM WORDSWORTH.

ORAL EXERCISE

Tell in your own words the conversation with the Little Cottage Girl.

SECTION 133

DICTATION EXERCISE

Write from dictation the following extracts :

1. A little of thy steadfastness,
Rounded with leafy gracefulness,
Old oak, give me.
2. Life is a leaf of paper white,
Whereon each one of us may write
His word or two, and then comes night.
3. "'Tis good to be abroad in the sun,
His gifts abide when day is done ;
Each thing in nature from his cup
Gathers a several virtue up."

—JAMES RUSSELL LOWELL.

SECTION 134

LETTER WRITING

1. Write a letter to a boy or girl in Vera Cruz, Mexico, telling of our Thanksgiving, when and where first observed, cause of the observance, why the day is a holiday, President's proclamation, our manner of observing it at the present time, and how you spent last Thanksgiving day.

2. Harold Thompson, 2116 Bell Ave., Louisville, Ky., writes to H. L. Carter, 428 Beacon St., making inquiries concerning a horse advertised for sale. States the kind of horse he wants.

3. Mr. Carter replies to the letter, describing his horse, states price, and time when horse can be seen.

In the second and third letters carefully observe the "business form."

SECTION 135

PROSE STUDY

WASHINGTON

Washington stands among the greatest men of human history, and those in the same rank with him are very few. Whether measured by what he did, or what he was, or by the effect of his work upon the history of mankind, in every aspect he is entitled to the place he holds among the greatest of his race.

Few men in all time have such a record of achievement. Still fewer can show, at the end of a career so crowded with high deeds and memorable victories, a life so free from spot, a character so unselfish and so pure, and fame so void of doubtful points demanding either defense or explanation. Eulogy of such a life is needless, but it is

always important to recall and to freshly remember just what manner of man he was.

In the first place, he was physically a striking figure. He was very tall, powerfully made, with a strong, handsome face. He was remarkably muscular and powerful. As a boy, he was a leader in all outdoor sports. No one could fling the bar farther than he, and no one could ride more difficult horses.

As a young man, he became a woodsman and hunter. Day after day he could tramp through the wilderness with his gun and surveyor's chain, and then sleep at night beneath the stars. He feared no exposure or fatigue, and outdid the hardest backwoodsman in following a winter trail and swimming icy streams.

This habit of vigorous bodily exercise he carried through life. Whenever he was at Mount Vernon he gave a large part of his time to fox-hunting, riding after his hounds through the most difficult country. His physical power and endurance counted for much in his success when he commanded his army, and when the heavy anxieties of general and president weighed upon his mind and heart.

He was by nature a man of strong desires and stormy passions. Now and again he would break out, even as late as the presidency, into a gust of anger that would sweep everything before it. He was always reckless of personal danger, and had a fierce fighting spirit which nothing could check when once unchained. But as a rule these fiery impulses and strong passions were under absolute control of an iron will, and they never clouded his judgment or warped his keen sense of justice.

But if he was not of a cold nature, still less was he hard or unfeeling. His pity always went out to the poor, the

oppressed, or the unhappy, and he was all that was kind and gentle to those about him.

We have to look carefully into his life to learn all these things, for the world saw only a silent, reserved man, of courteous and serious manner, who seemed to stand alone and apart, and who impressed every one who came near him with a sense of awe and reverence.

— HENRY CABOT LODGE.
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SECTION 136

COMPOSITION ON WASHINGTON

From Selection, Section 135, discuss the following points :

His physical appearance and his physical power.

His personal habits and his achievements.

Did the world see and know the *real* man? Why?

Mention the points of his character that contribute to place him among the greatest of his race.

In his case, did circumstances make the man? Give reasons for your answer.

SECTION 137

DICTATION EXERCISE

Review the uses of *capital letters*, Sections 59 and 118.

O lovely voices of the sky,
That hymned the Saviour's birth !
Are ye not singing still on high,
Ye that sang "Peace on Earth" ?
To us yet speak the strains,
Wherewith in days gone by,

Ye blessed the Syrian swains,
O voices of the sky !
When Christ, the child of Nazareth,
Was born on Christmas Day.

— CHRISTMAS CAROL.

Give all the rules for the use of capital letters that are illustrated in the above exercise.

SECTION 138

CLAUSES

1. A wealthy man lived in the house.
2. A man of wealth lived in the house.
3. A man who possessed wealth lived in the house.
4. The man was wealthy when he lived in the house.

These sentences tell the same thing. In the first sentence the word *wealthy* tells the kind of man. In the second sentence the same thing is told by a group, *of wealth*, a phrase (see Section 131).

In the third sentence the same thing is told by another group of words, *who possessed wealth*. This group of words differs from the other, in that it has a subject and predicate. The subject is *who* and the predicate is *possessed wealth*.

In the last sentence, the group of words, *when he lived in the house*, has a subject and a predicate, and is used in the sentence to express the idea of time.

A group of words having a subject and predicate and used in a sentence like a single word is called a clause.

WRITTEN EXERCISE

1. In "Proserpina," Section 53, find the following clauses and copy the sentences in which they occur :

- (1) "Whose name was Ceres."
- (2) "Until she was out of sight."

- (3) "Who was working in a field."
- (4) "When Ceres heard her little girl scream."
- (5) "Until Proserpina came back."
- (6) "When she took it in her hand."
- (7) "When she came."
- (8) "When everything becomes green."
- (9) "When everything is bare."

2. Write five original sentences containing clauses. Draw a line under each clause.

SECTION 139

ADJECTIVE CLAUSES

1. "He who guides thy certain flight
Will lead my steps aright."
2. "There is a Power whose care
Teaches thy way."

Point out the clause in the first sentence. What word does the clause modify?

In the second sentence, what is the clause? What word does the clause modify?

What is such a modifier called?

A clause that is used as an adjective is an adjective clause.

WRITTEN EXERCISE

1. In "The Wonderful Weaver," Section 83, find the following adjective clauses and copy the sentences in which they occur:

- (1) "Whose name was Arachne."
- (2) "Which she wove in her loom."
- (3) "Who saw it."
- (4) "Which she wove in the sky."
- (5) "Who dwell in the clouds."
- (6) "Who looked upon it."
- (7) "Which Arachne had woven."

2. From "How Thor came by his Hammer," Section 102, copy five sentences that contain adjective clauses.
3. Write five original sentences containing adjective clauses.

SECTION 140

ADVERB CLAUSES

1. "When the natives beheld the ships they ran to the woods."
2. "They were afraid because they thought the ships monsters."

What is the clause in the first sentence? What does it modify?
 What is the clause in the second sentence? What does it modify?
 What part of speech modifies verbs?

A clause that is used as an adverb is an adverb clause.

WRITTEN EXERCISE

1. From the selection, "How Thor came by his Hammer," Section 102, copy the following adverb clauses and the sentences in which they occur :

- (1) "While she sleeps."
- (2) "When they saw Loki in trouble."
- (3) "Until the wonderful hammer was finished."
- (4) "Where the dwarfs work."
- (5) "When the hammer was finished."
- (6) "When the Norse fathers told it to their children."
- (7) "Than the crown of golden thread."

2. From "We are Seven," Section 132, copy three sentences that contain adverb clauses.
3. Write five original sentences containing adverb clauses.

SECTION 141

POEM STUDY

TO A WATERFOWL

Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far through their rosy depths dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of reedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?

There is a Power whose care
Teaches thy way along that pathless coast,
The desert and illimitable air,
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold thin atmosphere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end ;
Soon shalt thou find a summer home, and rest,
And scream among thy fellows ; reeds shall bend,
Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form ; yet, on my heart,
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone
Will lead my steps aright.

— WILLIAM CULLEN BRYANT.

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ORAL EXERCISE

To what bird may these lines have been addressed? What time of day is represented in the first stanza? What is meant by "the last steps of day"?

Explain the last two lines in the second stanza. What kind of bird would seek such places?

What thought is expressed in the fourth stanza? Why does "Power" begin with a capital letter? Explain "illimitable." What is the thought in this stanza?

Tell in your own words the thought in stanzas five and six.
Commit to memory the last stanza.

SECTION 142

ADJECTIVES AND ADVERBS

WRITTEN EXERCISE

From "To a Waterfowl," Section 141, copy the following words and phrases with the words they modify, and tell whether adjectives or adverbs :

last	of day	rosy	solitary
fowler's	crimson	along	reedy
of river wide	at that far height	of heaven	boundless
dark	soon	in the long way	aright

SECTION 143

PROSE STUDY

ALI BABA

One day when Ali Baba had cut enough wood in the forest to load his beasts, he noticed far off a great cloud of dust. As it drew nearer he saw that it was made by a great body of horsemen whom he suspected to be robbers. Leaving his beasts, he climbed a large tree, which grew on a rock, and had branches thick enough to hide him completely while he saw what passed beneath. The troop, about forty, all well mounted and well armed, came to the foot of the rock on which the tree stood and there dismounted. Each man unbridled his horse and tied him to a shrub, and hung about his neck a bag of corn. Then each of them took off his saddlebag, which from its weight seemed to Ali Baba full of gold and silver.

One whom he took to be their captain came under the tree in which Ali Baba was concealed, and making his way through the shrubs, spoke the words, "Open Sesame." As soon as the captain of the robbers said this, a door opened in the rock, and after he had made all his troop enter before him, he followed them, when the door shut again of itself.

The robbers stayed some time within, and Ali Baba, fearful of being caught in the tree, remained. At last the door opened again and the captain came out first, and stood to see all the troops pass him. Then Ali Baba heard him close the door by saying, "Shut Sesame." Every man at once bridled his horse, fastened his wallet, and mounted again. When the captain saw them all

ready he put himself at their head, and they returned the way they had come.

Ali Baba watched them out of sight, then he came down. Wishing to see if the captain's words would have the same effect if he would speak them, he found the door hidden in the shrubs, stood before it, and said, "Open Sesame." Instantly the door flew wide open.

Instead of a dark, dismal cavern, Ali Baba was surprised to see a large chamber, well lighted from the top, and in it all sorts of provisions, — rich bales of silk stuff, brocade, carpeting, gold and silver, ingots in great heaps, and money in bags.

Ali Baba collected as much of the gold coin as he thought his beasts could carry. When he loaded them, he laid wood over them so that they could not be seen, and passing out of the door for the last time, said, "Shut Sesame." The door closed of itself and he made his way to town.

ORAL EXERCISE

1. Why are the words "Open Sesame" in quotation marks?
2. What does "Sesame" mean? Ingots? Wallet? Concealed? Use other words having the same meaning as the above.
3. Would a story of such an occurrence in our country at the present time have any meaning? Give reason for your answer.

WRITTEN EXERCISE

1. Write an imaginary description of the interior of the cave.
2. Make a short story of twelve lines, telling what you think would have happened had the robbers found Ali Baba in their retreat.

SECTION 144

STRUCTURE OF SENTENCES

SIMPLE SENTENCES

1. I shot an arrow.
2. The threads are smooth.
3. How does the silkworm spin?
4. Spin a silken robe for me.

Tell the subject and predicate of each sentence.

How many subjects has each sentence? How many predicates?

A sentence that contains only one subject and one predicate is a *simple sentence*.

The above sentences are simple sentences.

From "Ulysses at the King's Palace," Section 109, copy five simple sentences.

COMPLEX SENTENCES

1. She comes when the darkness falls.
2. She loads the branches that glitter in the sunshine.
3. The North Wind who comes down the chimney is a cross old fellow.
4. Do you know who the Snow Princess is?

Find a clause in each of the above sentences.

A sentence that contains a clause is a *complex sentence*.

From "Washington," Section 135, copy three complex sentences.

COMPOUND SENTENCES

1. "She had a rustic, woodland air,
And she was wildly clad."
2. "God released her from her pain,
And then she went away."

3. "My brother John was forced to go,
And he lies by her side."

How many separate assertions are made in each of these sentences? Are the assertions of equal importance? How are the assertions connected? Are they separate sentences?

When two or more sentences are connected by a conjunction so as to form one sentence, the sentence is called a *compound sentence*.

The above sentences are compound sentences.

From "The Frost," Section 77, copy five compound sentences.

From the selection, "We are Seven," Section 132, copy four compound sentences.

From the selection, "A Story about Glass," Section 67, copy five simple sentences.

From the selection, "Clytie," Section 61, copy four complex sentences.

Write five simple sentences.

Write five compound sentences.

Write five complex sentences.

SECTION 145

WRITTEN COMPOSITION

Articles of food that may be found on a dinner table:

1. Name them.
2. From what source obtained.
 - (a) Domestic.
 - (b) Foreign.
3. Obtained in natural condition or manufactured.
4. Preparations for the table.

NOTE. — Make four paragraphs. (See Section 31.)

SECTION 146

MEMORY SELECTION

THE WAY TO HEAVEN

Heaven is not gained by a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

I count this thing to be grandly true,
That a noble deed is a step toward God,
Lifting the soul from the common clod
To purer air and broader view.

We rise by the things that are under our feet ;
By what we have mastered of good and gain,
By the pride deposed, and the passion slain,
And the vanquished ills that we hourly meet.

We hope, we aspire, we resolve, we trust,
When the morning calls us to life and light ;
But our hearts grow weary, and, ere the night,
Our lives are trailing the sordid dust.

We hope, we resolve, we aspire, we pray,
And we think that we mount the air on wings
Beyond the recall of sensual things,
While our feet still cling to the heavy clay.

Wings for the angels, but feet for men !
We may borrow the wings to find the way,

We may hope and resolve and aspire and pray,
But our feet must rise, or we fall again.

Only in dreams is a ladder thrown
From the weary earth to the sapphire walls;
But the dreams depart and the vision falls,
And the sleeper wakes on his pillow of stone.

Heaven is not reached by a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

— J. G. HOLLAND.

SECTION 147

NAME OF PERSON ADDRESSED

1. "Good queen, I am friendless and a stranger."
2. "Arise, stranger, we cannot let thee sit in the cinders."
3. "The story is a long one, lady."

Who is spoken to in the first sentence? Who is addressed in the second sentence? Who in the third? What marks of punctuation separate the name of the person addressed from the rest of the sentence?

The name of a person addressed is always separated from the rest of the sentence by a comma, or commas.

WRITTEN EXERCISE

1. Copy from your readers five sentences illustrating this rule.
2. Write five original sentences illustrating it. What other rule has been given for use of the comma (Section 34).
3. Write five sentences illustrating that rule.

SECTION 148

WRITTEN EXERCISE

1. Copy from "The Way to Heaven," Section 146, three simple sentences, three compound sentences, and two complex sentences.
2. Copy from "Lines to a Waterfowl," Section 141, three declarative sentences, and two interrogative sentences.
3. From "Ali Baba," Section 143, copy two imperative sentences.
4. From "The Way to Heaven," Section 146, copy three sentences containing adverb phrases.

SECTION 149

STUDY OF PROSE SELECTION

RIP VAN WINKLE

Rip's heart died away at hearing of these sad changes in his home and friends, and finding himself thus alone in the world. Every answer puzzled him, too, by treating of such enormous lapses of time, and matters which he could not understand: War — Congress — Stony Point! He had no courage to ask after any more friends, but cried out in despair, "Does nobody here know Rip Van Winkle?" "Oh, Rip Van Winkle!" exclaimed two or three. "Oh, to be sure! That's Rip Van Winkle yonder, leaning against the tree."

Rip looked and beheld a precise counterpart of himself as he went up to the mountain, apparently as lazy, and certainly as ragged. The poor fellow was now completely

confounded. He doubted his own identity, and whether he was himself or another man. In the midst of his bewilderment, the man in the cocked hat demanded who he was, and what was his name! "God knows," exclaimed he, at his wit's ends. "I'm not myself — I'm somebody else — that's me yonder — no — that's somebody else got into my shoes. I was myself last night, but I fell asleep on the mountain, and they've changed my gun, and everything is changed, and I'm changed, and I can't tell what's my name, or who I am."

The bystanders now began to look at each other, nod, wink significantly, and tap their fingers against their foreheads. There was a whisper also about securing the gun, and keeping the old fellow from mischief. At this critical moment a fresh, comely woman passed through the throng to get a peep at the gray-bearded man. She had a chubby child in her arms, which, frightened at his looks, began to cry. "Hush, Rip!" cried she, "hush, you little fool! The old man won't hurt you." The name of the child, the air of the mother, the tone of her voice, all awakened a train of recollection in his mind. "What is your name, my good woman?" asked he. "Judith Gardenier." "And your father's name?" "Ah, poor man! Rip Van Winkle was his name, but it's twenty years since he went away from home with his gun, and never has been heard of since — his dog came home without him; but whether he shot himself, or was carried away by the Indians, nobody can tell. I was then but a little girl."

Rip had but one more question to ask, but he put it with faltering voice: "Where's your mother?" "Oh, she too had died but a short time since; she broke a blood-vessel in a fit of passion at a New England peddler."

There was a drop of comfort, at least, in this intelligence.

The honest man could contain himself no longer. He caught his daughter and her child in his arms. "I am your father!" cried he. "Young Rip Van Winkle once — old Rip Van Winkle now! Does nobody know poor Rip Van Winkle?"

All stood amazed, until an old woman, tottering out from among the crowd, put her hand to her brow, and peering under it in his face for a moment, exclaimed, "Sure enough! it is Rip Van Winkle — it is himself! Welcome home again, old neighbor. Why, where have you been these long years?"

Rip's story was soon told, for the whole twenty years had been to him as one night. To make a long story short, the company broke up and returned to the more important concerns of the election. Rip's daughter took him home to live with her.

— WASHINGTON IRVING.

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ORAL EXERCISE

NOTE. — This is but a part of the story. The entire tale will tell you of Rip's leaving home with his dog, his journey up the Catskill Mountain, meeting with some strange people, the long sleep, his awakening, and return to the village to find his wife dead, his friends gone, and many other strange happenings. Read for yourself the entire story by Washington Irving.

How long had Rip Van Winkle slept? What great changes had occurred in the meantime? What had happened at Stony Point?

Describe Rip's appearance, as you think he must have looked after his long sleep.

What is meant by "He doubted his own identity"? What did the people think of him? How did he recognize his own daughter?

SECTION 150

WRITTEN COMPOSITION

Write the story of the return of Rip Van Winkle.

SECTION 151

POEM STUDY

THE POET'S CALENDAR

JANUARY

Janus am I ; oldest of potentates ;
Forward I look, and backward, and below
I count, as god of avenue and gates,
The years that through my portals come and go.
I block the roads, and drift the fields with snow ;
I chase the wild fowl from the frozen fen ;
My frosts congeal the rivers in their flow,
My fires light up the hearths and hearts of men.

FEBRUARY

I am lustration ; and the sea is mine !
I wash the sands and headlands with my tide ;
My brow is crowned with branches from the pine ;
Before my chariot wheel the fishes glide.
By me all things unclean are purified ;
By me, the souls of men washed white again ;
E'en the unlovely tombs of those who died
Without a dirge, I cleanse from every stain.

MARCH

I Martius am ! Once first, and now the third !
To lead the Year was my appointed place ;
A mortal dispossessed me by a word,
And set there Janus with the double face.

Hence I make war on all the human race ;
I shake the cities with my hurricanes ;
I flood the rivers and their banks efface,
And drown the farms and hamlets with my rain.

APRIL

I open wide the portals of the Spring
To welcome the procession of the flowers,
With their gay banners, and the birds that sing
Their song of songs from their aerial towers.

I soften with my sunshine and my showers
The heart of earth ; with thoughts of love I glide
Into the hearts of men ; and with the Hours
Upon the Bull with wreathed horns I ride.

MAY

Hark ! The seafaring wild fowl loud proclaim
My coming, and the swarming of the bees.
These are my heralds, and behold ! my name
Is written in blossoms on the hawthorn trees.

I tell the mariner when to sail the seas ;
I waft o'er all the land from far away
The breath and bloom of the Hesperides,
My birthplace. I am Maia. I am May.

JUNE

Mine is the Month of Roses ; yes, and mine
The Month of Marriages ! All pleasant sights
And scents, the fragrance of the blossoming vine,
The foliage of the valleys and the heights.

Mine are the longest days, the loveliest nights ;
The mower's scythe makes music to my ear.
I am the mother of all dear delights ;
I am the fairest daughter of the year.

JULY

My emblem is the Lion, and I breathe
The breath of Libyan deserts o'er the lands ;
My sickle as a sabre I unsheathe,
And bent before me the pale harvest stands.
The lakes and rivers shrink at my command,
And there is thirst and fever in the air ;
The sky is changed to brass, the earth to sand ;
I am the Emperor whose name I bear.

AUGUST

The Emperor Octavian, called the August,
I being his favorite, bestowed his name
Upon me, and I hold it still in trust,
In memory of him and of his fame.
I am the Virgin, and my vestal flame
Burns less intensely than the Lion's rage ;
Sheaves are my only garlands, and I claim
The golden Harvests as my heritage.

SEPTEMBER

I bear the Scales, where hang in equipoise
The night and day ; and when unto my lips
I put my trumpet, with its stress and noise
Fly the white clouds like tattered sails of ships ;
The tree-tops lash the air with sounding whips.
Southward the clamorous seafowl wing their flight ;
The hedges are all red with haw and hips,
The Hunter's Moon reigns empress of the night.

OCTOBER

My ornaments are fruits ; my garments leaves,
Woven like cloth of gold, and crimson dyed ;
I do not boast the harvesting of sheaves,
O'er orchards and o'er vineyards I preside.

Though on the frigid Scorpion I ride,
The dreamy air is full, and overflows
With tender memories of the summer-tide,
And mingled voices of the doves and crows.

NOVEMBER

The Centaur, Sagittarius, am I,
Born of Ixion's and the cloud's embrace ;
With sounding hoofs across the earth I fly,
A steed Thessalian with a human face.

Sharp winds the arrows are with which I chase
The leaves, half dead already with affright ;
I shroud myself in gloom ; and to the race
Of mortals bring nor comfort nor delight.

DECEMBER

Riding upon the Goat, with snow-white hair,
I come, the last of all. This crown of mine
Is of the holly ; in my hand I bear
The thyrsus, tipped with fragrant cones of pine.

I celebrate the birth of the Divine,
And the return of the Saturnian reign ; —
My songs are carols sung at every shrine,
Proclaiming, " Peace on earth, good will to men."

— HENRY W. LONGFELLOW.

ORAL EXERCISE

Explain the following allusions :

"Janus am I ; oldest of potentates." "I Martius am ! Once
first and now the third." "My emblem is the Lion." "The

breath of Libyan deserts o'er the lands." "The Emperor Octavian, called the August." "Though on the frigid Scorpion I ride." "The Centaur, Sagittarius, am I." "Born of Ixion's and the cloud's embrace." "This crown of mine is of the holly." "I celebrate the birth of the Divine." "The return of the Saturnian reign." "Peace on earth, good will to men."

Give five references that show the changes in vegetation effected by the seasons.

Which month claims to contribute most of the joy of mankind?

Which claims to contribute least of the comfort of man?

Which is your favorite month? Why?

SECTION 152

COMPOSITION

THE MONTH OF MAY

In the "Poet's Calendar," Section 151, what does May claim for herself?

What do you know, from your own experience, of the correctness of her claims?

How does the month of May affect the interests of the gardeners? Of farmers? Of merchants?

How does it affect the interests of children?

SECTION 153

ADJECTIVE WORDS, ADJECTIVE PHRASES, AND ADJECTIVE CLAUSES

Copy sentences from the selection, "Rip Van Winkle," Section 149, as follows:

1. Two sentences that contain adjective words.
2. Two sentences that contain adjective phrases.
3. Two sentences that contain adjective clauses.

4. Write five sentences each containing two adjectives.
5. Write three sentences containing adjective phrases.
6. Write three sentences containing adjective clauses.

SECTION 154**ADVERB WORDS, ADVERB PHRASES, AND
ADVERB CLAUSES**

Copy the following sentences from the "Poet's Calendar,"
Section 151:

1. Two sentences that contain adverb words.
2. Two that contain adverb phrases.
3. Two that contain adverb clauses.
4. Write five sentences containing adverb phrases.
5. Write five sentences containing adverb clauses.

SECTION 155**LETTERS**

1. Write a letter to a friend, asking the loan of a book that you especially desire to read. Tell why you want to read it, what other books you have recently read, and how you liked them. State when you will return the book.

2. Write a letter to the publishers of this book asking for a catalogue of their publications.

SECTION 156**INDUSTRY STUDY****COTTON**

1. Cotton-producing section in the United States.
2. Leading states in cotton raising.
3. Other cotton-producing countries.
4. Describe planting and cultivation of cotton.
5. Cotton picking, ginning, and baling.

SECTION 157**COMPOSITION**

Write a composition using material developed in the preceding lesson.

SECTION 158**PROSE STUDY****FRANKLIN'S BOYHOOD**

I was born in Boston, Mass., January 17, 1706. I was put to the grammar school at eight years of age. I soon learned to write a good hand; but failed entirely in arithmetic.

At ten years old I was taken to help my father in his business, which was that of a tallow chandler and soap-boiler. Accordingly, I was employed in cutting wicks for the candles, filling the molds for candles, attending the shop, and going errands. I disliked the trade, and had a strong inclination to go to sea; but my father declared against it.

From my infancy I was passionately fond of reading, and all the money that came into my hands was laid out in purchasing books. This bookish inclination at length determined my father to make me a printer, though he had already one son, James, of that profession.

In 1717 my brother James returned from England with a press and letters, to set up his business in Boston. I liked it much better than that of my father, but still had a hankering for the sea. In a little time I made great progress in the business, and became a useful hand to my brother.

I now had access to better books. An acquaintance with the apprentices of booksellers enabled me sometimes to borrow a small one, which I was careful to return soon, and clean. Often I sat up in my chamber reading the greatest part of the night, when the book was borrowed in the evening and had to be returned in the morning, lest it should be found missing.

— Abridged from "Autobiography."

Give in your own words an account of Franklin's boyhood.

SECTION 159

One of Benjamin Franklin's noted publications was "Poor Richard's Almanac."

The following sayings are quoted from this publication.

Read them and interpret their meaning in your own words.

Commit to memory the five which you think mean the most to you.

POOR RICHARD'S SAYINGS

If pride leads the van, beggary brings up the rear.

He that can travel well afoot keeps a good horse.

Some men grow mad by studying much to know, but who grows mad by studying good to grow?

Whate'er's begun in anger ends in shame.

He that falls in love with himself will have no rivals.

Against diseases, know the strongest defensive virtue, abstinence.

Sloth maketh all things difficult; industry, all easy.

If you would have a faithful servant, and one that you like, serve yourself.

A mob is a monster; with heads enough, but no brains.

There is nothing humbler than ambition when it is about to climb.

The discontented man finds no easy chair.

When prosperity was well mounted, she let go the bridle, and soon came tumbling out of the saddle.

A little neglect may breed great mischief. For want of a nail the shoe was lost, for want of a shoe the horse was lost, and for want of a horse the rider was lost.

A false friend and a shadow attend only while the sun shines.

Plow deep while sluggards sleep, and you shall have corn to sell and to keep.

Old boys have playthings as well as young ones; the difference is only in price.

If you would keep a secret from an enemy, tell it not to a friend.

One to-day is worth two to-morrows.

It is foolish to lay out money in a purchase of repentance.

SECTION 160

RELATIVE PRONOUNS

1. Washington, who sought nothing for himself, is revered by his countrymen.

2. His eyes, which were blue and handsome, were not quick or nervous.

3. Some who have written about him have said he was not a great soldier.

4. From raw material, he created an army that was victorious over England.

1. Name the independent clauses in each of these sentences. Name the dependent clauses.

2. What words introduce the dependent clauses?

3. These words are a peculiar kind of connectives. They

refer to a noun or a pronoun in the independent clause to which they join dependent clauses. They are relative pronouns.

A word that refers or relates to a noun or pronoun and joins to it a dependent clause is a relative pronoun; *who, which, that*, in the above sentences, are relative pronouns.

4. The noun or pronoun to which the relative pronoun refers is its antecedent.

5. Point out the antecedents of the relative pronouns in the above sentences.

WRITTEN EXERCISE

1. From the selection, "Questions," Section 6, copy three sentences containing relative pronouns. Draw one line under each relative pronoun, and two lines under its antecedent.

2. Write six sentences containing relative pronouns, and indicate the relative pronouns and their antecedents.

SECTION 161

COMMAS

1. Columbus, the discoverer of America, was born in Italy.

2. Isabella, the queen of Spain, was his friend.

What is the name of the man spoken of in the first sentence? Who was he? Who is spoken of in the second sentence? Who was she? What expressions in these sentences are explanatory? By what marks of punctuation are these expressions separated from the rest of the sentence?

An explanatory expression should be separated from the rest of the sentence by commas.

WRITTEN EXERCISE

From the selection, "Tragedies of the Nests," Section 114, copy the sentences that contain explanatory expressions.

SECTION 162

DICTATION EXERCISE

A STORY

"Hark, I hear some one coming," said Martha, bending forward and straining her ears to listen.

"Perhaps it is the cows," said Henry.

"No," replied his sister, in a cautious whisper, "it is a man's step."

Martha Winthrop, a girl of fourteen, and her brother Henry, who was two years younger, had been sent to look for the cows, and not finding them at their usual place, had gone far into the wood.

SECTION 163

POEM STUDY

DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never ending line
Along the margin of a bay :
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

A Practical Language Book

The waves beside them danced ; but they
 Outdid the sparkling waves in glee ;
 A poet could not be but gay,
 In such a jocund company.
 I gazed, — and gazed, — but little thought
 What wealth the show to me had brought ;

For oft, when on my couch I lie
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude ;
 And then my heart with pleasure fills,
 And dances with the daffodils.

— WILLIAM WORDSWORTH.

SECTION 164

REVIEW OF PARTS OF SPEECH

Copy from the selection, " Daffodils " :

fifteen nouns	one conjunction
four pronouns	two relative pronouns
six verbs	two adjective phrases
six adjectives	two adverb phrases
one adverb	one adjective clause
eight prepositions	two adverb clauses

SECTION 165

COMPOSITION

MY FAVORITE FLOWER

What is your favorite flower?
 Tell where it grows and what time of the year it blossoms.
 Describe its roots, leaves, blossom, and seed.
 Why is this flower your favorite?

SECTION 166

INDIRECT QUOTATIONS

1. "Good queen," said Ulysses, "I am friendless and a stranger."

2. Ulysses told the queen that he was friendless and a stranger.

Read the exact words of Ulysses in the first sentence. What kind of quotation is it?

In the second sentence the exact words of Ulysses are not repeated, but the substance of his remark is given.

When the substance of a quotation is given without using the exact words, it is called an indirect quotation.

The second sentence contains an indirect quotation.

WRITTEN EXERCISE

1. Copy five quotations from the selection, "We are Seven," Section 132. Change them to indirect quotations.
2. Write five original sentences containing direct quotations.
3. Write five original sentences containing indirect quotations.

SECTION 167

TRANSPosed EXPRESSIONS — PUNCTUATION

1. And to the presence in the room, he said, "What writest thou?"

2. When the angel had written, he vanished.

What is the subject of the first sentence? What is the predicate? What does the phrase "to the presence in the room" modify? Is the phrase placed in its natural order? What marks of punctuation separate it from the rest of the sentence?

What is the subject of the second sentence? What is the

predicate? What does the clause "when the angel had written," modify? Is the clause placed in its natural order? What mark of punctuation separates it from the rest of the sentence?

A clause or a phrase out of its natural order is *transposed*.

Transposed phrases or clauses are separated from the rest of the sentence by commas.

1. Write five sentences containing phrases in their natural order. Rewrite them, transposing the phrases.

2. Write five sentences containing clauses in their natural order. Rewrite them, transposing the clauses.

SECTION 168

POEM STUDY

THE PLANTING OF THE APPLE TREE

Come, let us plant the apple tree !
Cleave the tough greensward with the spade ;
Wide let its hollow bed be made ;
There gently lay the roots, and there
Sift the dark mold with kindly care,
And press it o'er them tenderly,
As round the sleeping infant's feet
We softly fold the cradle sheet ;
So plant we the apple tree.

What plant we in this apple tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays ;
Boughs, where the thrush with crimson breast
Shall haunt and sing and hide her nest.

We plant upon the sunny lea
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree.

What plant we in this apple tree?
Sweets for a hundred flowery springs
To load the May wind's restless wings,
When from the orchard row he pours
Its fragrance through our open door ;
A world of blossoms for the bee,
Flowers for the sick girl's silent room,
For glad infant sprigs of bloom
We plant with the apple tree.

What plant we in this apple tree?
Fruits that shall swell in sunny June,
And redden in the August noon,
And drop when gentle airs come by
That fan the blue September sky,
While children, wild with noisy glee,
Shall scent their fragrance as they pass
And search for them in the tufted grass
At the foot of the apple tree.

And when above this apple tree
The winter stars are quivering bright,
And winds go howling through the night,
Girls whose young eyes o'erflow with mirth
Shall peel its fruit by cottage hearth ;
And guests in prouder homes shall see,
Heaped with the orange and the grape,
As fair as they in tint and shape,
The fruit of the apple tree.

The fruitage of this apple tree
Winds and our flag of stripe and star
Shall bear to coasts that lie afar,
Where men shall wonder at the view
And ask in what fair groves they grew :

And they who roam beyond the sea
Shall think of childhood's careless day
And long hours passed in summer play
In the shade of the apple tree.

But time shall waste this apple tree.
Oh ! when its aged branches throw
Their shadows on the world below,
Shall fraud and force and iron will
Oppress the weak and helpless still?
What shall the task of mercy be
Amid the toils, the strifes, the tears
Of those who live when length of years
Is wasting this apple tree?

— WILLIAM CULLEN BRYANT.
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WRITTEN COMPOSITION

1. Describe the process of planting the apple tree.
2. Describe the tree as the author imagines it will be.
3. The fruit and its uses.
4. Explain what is meant by "Shall peel its fruit by cottage hearth," and by "Winds and our flag of stripe and star Shall bear to coasts that lie afar."
5. Give the thought suggested in the last stanza.

SECTION 169

SUMMARY OF RULES IN PART THREE

1. A group of words having neither subject nor predicate, and used as an adjective, an adverb, or a noun, is a phrase.

2. A phrase that is used as an adjective is an adjective phrase.

3. A phrase that is used as an adverb is an adverb phrase.

4. A phrase used as a noun is a noun phrase.

5. A group of words having a subject and predicate, and used in a sentence like a single word, is called a clause.

6. A clause that is used as an adjective is an adjective clause.

7. A clause that is used as an adverb is an adverb clause.

8. A sentence that contains only one subject and one predicate is a simple sentence.

9. When two or more sentences are connected by a conjunction so as to form one sentence, the sentence is called a compound sentence.

10. A sentence that contains a clause is a complex sentence.

11. The name of a person addressed is always separated from the rest of the sentence by a comma.

12. Words of a series are separated by commas.

13. An explanatory expression should be separated from the rest of the sentence by commas.

14. Transposed phrases or clauses are separated from the rest of the sentence by commas.

15. The two parts of a compound sentence, when short and closely connected, are separated by commas.

16. When the two parts of a sentence are not closely connected, or are themselves subdivided by commas, they are separated by semicolons.

SECTION 170

POEM STUDY

A DAY IN JUNE

And what is so rare as a day in June?

Then, if ever, come perfect days ;

Then Heaven tries earth if it be in tune,

And over it softly her warm ear lays :

Whether we look, or whether we listen,

We hear life murmur, or see it glisten ;

Every clod feels a stir of might, —

An instinct within it that reaches and towers,

And groping blindly above it for light,

Climbs to a soul in grass and flowers ;

The flush of life may well be seen

Thrilling back over hills and valleys ;

The cowslip startles in meadows green,

The buttercup catches the sun in its chalice,

And there's never a leaf nor a blade too mean

To be some happy creature's palace ;

The little bird sits at his door in the sun,

A-tilt like a blossom among the leaves,

And lets his illumined being o'errun

With the deluge of summer it receives ;

His mate feels the eggs beneath her wings,

And the heart in her dumb breast flutters and sings ;

He sings to the wide world, and she to her nest, —

In the nice ear of nature which song is the best?

Now is the high tide of the year,

And whatever of life hath ebbd away

Comes flooding back with a ripply cheer,

Into every bare inlet and creek and bay ;

Now the heart is so full that a drop overfills it,
We are happy now because God wills it ;
No matter how barren the past may have been,
'Tis enough for us now that the leaves are green ;
We sit in the warm shade and feel right well
How the sap creeps up and the blossoms swell ;
We may shut our eyes, but we cannot help knowing
That skies are clear and grass is growing ;
The breeze comes whispering in our ear,
That dandelions are blossoming near,

That maize has sprouted, that streams are flowing,
That the river is bluer than the sky, .
That the robin is plastering his house hard by ;
And if the breeze kept the good news back,
For other couriers we should not lack ;

We could guess it all by yon heifer's lowing, —
And, hark ! how clear bold chanticleer,
Warmed with the new wine of the year,
Tells all in his lusty crowing.

Joy comes, grief goes, we know not how ;
Everything is happy now,

Everything is upward striving ;
'Tis as easy now for the heart to be true
As for grass to be green or skies to be blue, —
'Tis the natural way of living.

— JAMES RUSSELL LOWELL.

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